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ABSTRACT

This booklet reports on the 1975 National Conference on Parent/Early Childhood Education (P/ECE) which addressed the question of parents' influence on the cognitive and social-emotional development of their children during the preschool years, focusing particularly on ways that the importance of learning in the home can be stressed to parents and effectively translated into practice. The report is presented under three main headings: (1) The State Of The Art (What Is) which deals with organization of administrative agencies and features of existing programs in P/ECE; (2) Reassessing Our Educational Priorities (Need), which covers research findings on needs for P/ECE, organization and administration needed, and teaching/learning content and processes needed; and (3) Recommendations of the Commissioner (What Should Be), which specifies recommendations for action in five areas. Appendices include summaries of six addresses on the topic: Reassessing our Educational Priorities, The State's Responsibility, Whose Ball Park?, The Politics of Children, The California Picture, and Charge for the Future. Other appendices are a list of conference officials, the workshop schedule and conference schedule (including program participants), and the Women's Caucus Report. (GO)

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Report of the NATIONAL CONFERENCE ON PARENT / EARLY CHILDHOOD EDUCATION

May 4-7, 1975

PS 008505

Denver, Colorado

U.S. Department of Health, Education, and Welfare
Education Division
U.S. Office of Education

Denver, Colorado

Report of The

NATIONAL CONFERENCE ON PARENT/EARLY CHILDHOOD EDUCATION

May 4-7, 1975
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OFFICIAL REPORT
NATIONAL CONFERENCE
ON
PARENT/EARLY CHILDHOOD EDUCATION

Denver, Colorado
May 4-7, 1975

COOPERATING ORGANIZATIONS

American Association of Elementary, Kindergarten & Nursery Education

American Association of School Administrators

American Federation of Teachers

Association for Childhood Education

Council of Chief State School Officers

Day Care and Child Development Council

Education Commission of the States

National Advisory Council for Adult Education

National Association for Child Development and Education

National Association for Education of Young Children

National Association of State Boards of Education

National Education Association

National School Boards Association

Office of Child Development

United States Office of Education
September, 1975

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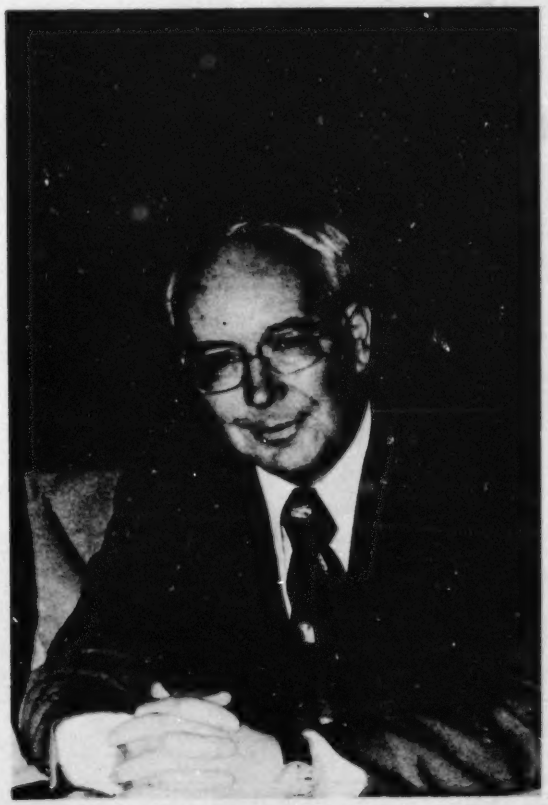
"The key to dramatic progress in American education is to gain a rededication to learning in the home"



DR. TERREL H. BELL
U.S. COMMISSIONER OF EDUCATION

"I would like to see the parents of preschool age children taught the fundamentals of home-based incidental teaching"

FOREWORD

Children are thrust into the world without knowledge or attitudes, and each of us has a societal responsibility to help them grow into productive human beings. The U.S. Office of Education shares the institutional responsibility to improve opportunities for children to develop to their highest potential.

The essence of the national conference on Parent/Early Childhood Education is contained in that simple paragraph. As a step toward meeting his responsibility in this critical area, D. T. H. Bell, the Commissioner of Education for the United States, directed the holding of the conference. The Deputy and Regional Commissioners of Education responded to his leadership. They supported the concept and promoted the forum to the extent that 1400 decision makers representing every state and most national educational organizations attended the conference to explore the state of the art. Hopefully, the conference assisted those dedicated people in achieving a new awareness and a new realization of what can and should be done for children.

Dr. John R. Silber, President of Boston University, articulated a challenge during the final hour of the three-day meeting. It is the purpose and intent of this report to document and thus forward some of the ideas and thrusts developed at the conference and to expand on that challenge.

> ". . . What this country needs is a call to a higher purpose and the higher purpose is well documented in those writings whose 200th anniversary we are now celebrating. What the bicentennial should commemorate is a rediscovery in America of its dedication to equal opportunity and the determination to give meaning to those glorious purposes of the Declaration of Independence and the Constitution by establishing an educational program in this country that cuts out the window-dressing and gives reality and substance to these high motivations."

Without the greatness of leadership and the forward look of the U.S. Commissioner of Education, the Department of Health, Education and Welfare would not have been able to undertake this development. For his efforts on behalf of this conference we would all like to thank Dr. Bell. In addition, I would particularly like to thank Dr. Rulon Garfield, Denver's Regional Director of the Department of Health, Education and Welfare, and members of my staff who were so vital in making the conference successful. Much credit must go to Dr. John Runkel, Assistant Regional Commissioner for School Systems; Mr. LeRoy Swenson, Assistant Regional Commissioner for Occupational and Adult Education; my assistant, Dr. Thomas E. Moorefield; and particularly to the Conference Coordinator, Dr. Edward B. Larsh. This report was prepared by Dr. Leo Myers.

Leon P. Minear
Regional Commissioner
U.S. Office of Education
Denver, Colorado

THE CHARGE TO CONFERENCE PARTICIPANTS

By
Dr. Terrel H. Bell
U.S. Commissioner of Education

The stability of those factors that make it possible for us to do a good job of educating the boys and girls in the public and private schools of this country, the stability of the home, is being challenged and upset. This brings about the roots of many of the emotional, attitudinal, psychological and intellectual problems that we have when children enter our elementary schools. Now is the time for us to move more aggressively than we have ever done before to meet the needs of our very young, our preschoolers. It is the time to provide a greatly renewed and rejuvenated effort in parent education for the purpose of strengthening the learning potential of children in the home. Parents are the first teachers of children. Parents build their children's attitudes, vocabularies, and personalities long before the children enter school. Parents teach children incidentally as they care for them and interact with them.

We need a basic commitment to improving the quality of life for our very small children, to improve the power and effectiveness of those first five years of life and we are waiting too long to intervene. Our school systems and others ought to be doing more to see that the affective domain gets more attention early in life.

One of the keys to dramatic progress in American education is to gain a rededication to learning in the home and to build a new commitment and new education partnership with parents. What is done by the family in the home environment has a far greater influence on children than anything that a school can do or undo. We need to develop more effectively, than we have, a body of subject matter that we teach parents so that they can do the job of being effective parents and I think many of our unemployed teachers, many of our non-utilized facilities ought to be utilized for that purpose. I would suggest that this is a new role and an important new growth area that is being neglected by education and that the schools ought to assume more responsibility in that regard. Here are six areas that I think ought to be included in what parents are taught:

- An awareness that they are teaching
- An understanding of the specifics in how to build positive self-concepts in children and those things that we do that tear down and denigrate self-concepts.
- A few simple facts about social and emotional and attitudinal growth in the first 60 months of life.

- How to teach incidentally those first vocabulary skills and other cognitive processes that children pick up just by virtue of the fact that they are living
- How to respond with skill to some of the incidents that occur around the home when they can use the innate curiosity of children in their natural setting to help nurture growth
- The importance of parental commitment to and involvement in their child's education

Nursery school education is important, day care centers are important and we need to do everything we can to strengthen these programs. We need to work with our child development colleagues, social workers and others that work in this area and extend a hand for doing what we can to help them to have a good education component. But the child goes home to parents and that is where the parental skills, the parenting capability needs to come in.

A good, comprehensive program of early childhood education, not just home based and parent education, but a total broad, full-fledged program of services of early childhood education will meet this need. The challenge, I think, to our neighborhood elementary schools and to many other aspects of programs that serve children, is for us to reach out and do those things that will help to influence and strengthen and enrich the lives of our children. I say to those that are operating head start programs, to child development specialists, and to those that are doing such a great job in day care centers, that we want to join hands and we want to enlarge and strengthen this arena and extend the realm of these services. It's everybody's responsibility. I don't believe we have to choose between training parents and having home-based preschool or private sector nursery school education. I argue that it takes all of that. I would argue that adult education and early childhood education are the great growth areas and are going to be the growth areas on through for the rest of this century. It's a great challenge and it's the great unmet need in education at the present time. I hope that if we do nothing more in this conference that we focus attention upon that. I hope that we will leave here feeling that we don't have to choose between or among this situation or that situation because it is going to take all of it to do the job.

I want to express my appreciation for this tremendous response to our call to this national conference, and to our colleague agencies and cooperating organizations for their support. I hope that this conference will kick off a new recognition and a new effort on our part to meet what I think are the great unmet and unfilled needs in American education at the present time—adult education and early childhood education.

PART I: THE STATE OF THE ART (WHAT IS)

INTRODUCTION

Parent/early childhood education is not new. It is not a shiny, bandwagon name for another swing of the pendulum in educational practice. The 1400 participants in the National Conference held at the Regency Inn in Denver, May 4-7, 1975, had presented to them parent/early childhood programs and projects that have been evolving steadily since the early 1900's in response to persistent, deep-rooted needs of succeeding generations of very young children.

What is new is a recognition among the practitioners and specialists in both the public and private sectors and the leadership in government at all levels that efforts to date have been too fragmented, too uncoordinated to meet the needs. The needs are constantly increasing because of growing pressures on the stability of the child's home environment. The awareness of the needs is made more acute by reason of research findings, particularly during the past 15 years, relative to the learning requirements and capabilities of children during their first 60 months of life.

The attention of readers of this report is directed to the APPENDICES in which a precis of six major presentations to the Conference General Assembly appear. The content of these presentations thread through the entire report and the reader will have a better understanding of the total message if he or she takes the few minutes required to read them.

In the following sections of Part I of this report, the present state of affairs in parent/early childhood education will be discussed in terms of references and observations gleaned from the conference proceedings. Part I is organized into two major sections:

Section A: Organization and Administration

Section B: Approaches and Programs/Projects in Parent/Early Childhood Education

SECTION A: ORGANIZATION AND ADMINISTRATION

1. Philosophy and Public Policy

Conference speakers and discussants lauded the "education for all" philosophy which pervades the American scene. However, some made reference to the fact that the national educational system is paying inadequate attention to the role of the family in the education of the young child. Others referred to an "inverted pyramid of priorities," suggesting that except for notable programs like Head Start, the allocation of resources and attention to individualization of instruction tends to favor the remedial aspects and upper levels of education over the early childhood aspects of education where intervention can be more cost effective and more meaningful to more individuals in their total learning experiences.

Reference was made, too, to the fact that the "education for all" philosophy implies stronger attention to the pluralism of American culture, which children reflect, than public policy (or at least existing institutions' response to public policy) currently promotes. The apparent recent end of the "bigger is better" syndrome in government and the emerging decentralization of government to put needs indentification and decision-making closer to the level of operations is seen as a boon to the development of parent/early childhood programs which require flexibility, direct parental involvement and community choice.

Title XX legislation is seen as a potential facilitator for building a universal, social services/educational/child development program. Also favorable to development of early childhood education programs is the position taken by this country's courts in the solving of handicapped children's problems and problems of alleged non-education or under-education of students. Increasingly, the courts invoke the principle of equality of educational opportunity and assert that in point of law, each child has a right to an education in the broadest sense.

Speakers and participants alike expressed concern for the apparent general lack of commitment, either philosophically or in terms of resources, to the proposition that the first six to eight years of life are the most important period in determining the future effectiveness of all our citizens. Children start to learn long before our educational syst to concern itself with them. In fact, the foundations of educati city undergo basic formative development in the first three ye

The conferees were in apparent agreement that although th has improved somewhat in recent years there is still insuffic tion to the value of social goals for our educational system.

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Those present at the conference acknowledged the worth of t philosophy and public policy on free enterprise in the sens recognized, with gratitude, the important contributions to e hood education being made by proprietary day care and nurs programs.

2. Interface With The Present Agencies and Institut

There are numerous existing programs at the Federal, state levels that interface parent/early childhood education more rectly. The network is sufficiently complex to suggest that only be presented here.

An example at the Federal level is the listing below of the p childhood related programs that interact with or are sponsored the U.S. Office of Education's Bureau of School Systems:

- Title I, Elementary and Secondary Education Act o
- Follow Through
- National Program on Early Childhood Education

CTION A: ORGANIZATION AND ADMINISTRATION

1. Philosophy and Public Policy

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The conferees were in apparent agreement that although the situation has improved somewhat in recent years there is still insufficient attention to the value of social goals for our educational system.

Various philosophies concerning the relative importance of cognitive goals and affective goals for parent/early childhood programs were held by the conference presenters and participants, but there was agreement that the outcomes of a program ought to be measured in terms of its stated goals. Discussions in this area usually revealed varying perceptions of what the original goals of programs were, thus pointing up the need for clean, measurable or observable objectives for programs that facilitate the use of appropriate, precise evaluation designs and procedures.

Those present at the conference acknowledged the worth of the nation's philosophy and public policy on free enterprise in the sense that they recognized, with gratitude, the important contributions to early childhood education being made by proprietary day care and nursery school programs.

2. Interface With The Present Agencies and Institutions

There are numerous existing programs at the Federal, state and local levels that interface parent/early childhood education more or less directly. The network is sufficiently complex to suggest that only examples be presented here.

An example at the Federal level is the listing below of the parent/early childhood related programs that interact with or are sponsored directly by the U.S. Office of Education's Bureau of School Systems:

- Title I, Elementary and Secondary Education Act of 1965
- Follow Through
- National Program on Early Childhood Education

- Education Professions Development Act
- Childrens' Television Workshop, Producers of Sesame Street
- Bilingual/Bicultural Education Program
- Teacher Corps
- Bureau of Occupational and Adult Education
- Right to Read Program
- Bureau of the Education for the Handicapped

In addition, the Bureau of School Systems cooperates with other components of HEW which administer early intervention programs. The main link is with the Office of Child Development which administers Head Start and Home Start programs. The Bureau also cooperates with the Interagency Panel on Early Childhood Research and Development. Clearly, the Bureau's activities in parent/early childhood education reflect experiences derived from many sources. But the immensity of the network is even more visible when one realizes that the Bureau of Education for the Handicapped, only one of those agencies listed above, in turn administers a model program for early childhood education which this year will reach into some 250 different communities across a variety of sponsoring agencies from schools through hospitals, through various parent related organizations and non-profit community organizations of all kinds.

A similar situation exists at the state level of government. The states' assertion of increased emphasis on parental/early childhood education will affect sections within departments of education such as bilingual/bicultural education, education of the handicapped, career education, community education, adult education as well as relationships with other state departments such as departments of human resources, manpower training and welfare. Relationships of departments of education with state executive offices may also be affected particularly if departments, like human resources, are located in the executive office or if a coordinating mechanism for child development or children's services exists or is created. Eighteen states have already established such coordinating mechanisms for planning and delivering services to children. In one of these states the Government chairs an Inter-Agency Council comprised of the chief officers of four major state agencies that

provide services to young children and their famil
three additional support agencies also sit on the Co

Relative to the way parent/early childhood education
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advocacy for preschool youngsters because the state c
organized to pick the child up at age five or six. Pr
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that are provided or are in the advanced plannin
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handicapped at that time and thought eventually
learning problems.

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areas of concern so forcefully that we lose sight of our c
more about the institutional activity we've created than
for which it was established.

3. Delivery Systems Already in Place

The 14 cooperating organizations listed on the inside c
represent interest in, support of, or direct involvem
systems for parent/early childhood education that are
ence. There are other delivery system sponsors, too,
the list of viable, existing delivery systems is enormo
such systems as:

- o Education Professions Development Act
- o Childrens' Television Workshop, Producers of Sesame Street
- o Bilingual/Bicultural Education Program
- o Teacher Corps
- o Bureau of Occupational and Adult Education
- o Right to Read Program
- o Bureau of the Education for the Handicapped

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provide services to young children and their families. The heads of three additional support agencies also sit on the Council.

Relative to the way parent/early childhood education interfaces agencies and institutions at the state level, it is ironic that in most states, despite many agencies being involved in childrens' services, there is no unified advocacy for preschool youngsters because the state education system is organized to pick the child up at age five or six. Prior to that there is a very diverse and proliferated group of spokesmen advocating the preschooler's needs. On the brighter side, however, there are some specific childrens' services such as early screening for handicapping conditions that are provided or are in the advanced planning stages. Thirty-eight states, as of six months ago, had plans or procedures for early identification of children destined to be handicapped or who were handicapped at that time and thought eventually to have school learning problems.

The situation at the local level in terms of proliferation of agencies rendering relatively uncoordinated services to children reflects the conditions at the Federal and state levels. As one of the conference speakers indicated, our human services delivery system now, from the point of view of the consumer, is not very good. Anyone who has had to beat his way through health agencies, welfare agencies, education agencies, private agencies and different specialists to find a comprehensive approach to solving a problem doubts that there is any such thing as human services integration. Another speaker called for organizing ourselves to serve and trying to overcome our tendency to stake out our areas of concern so forcefully that we lose sight of our clients—worrying more about the institutional activity we've created than about the people for which it was established.

3. Delivery Systems Already in Place

The 14 cooperating organizations listed on the inside cover of this report represent interest in, support of, or direct involvement with delivery systems for parent/early childhood education that are already in existence. There are other delivery system sponsors, too, and all together the list of viable, existing delivery systems is enormous. They include such systems as:

Adult Education Programs
Bilingual/Bicultural Education
Bank Street
Colleges and Universitites
Community Colleges
Community Development (Housing and Urban Development) Program
Community Organizations
Corporations
Early Periodic Screening and Diagnosis and Treatment Programs
Education Development Centers
ESEA Title I and Title III Early Childhood Programs and Projects
Follow Through
Foundation-Supported Health and Nutrition Programs and Psychological Services
General Extension Services
Labor Unions
Medical and Psychological Associations
Montessori Schools
Office of Child Development Services
Parent Teachers Associations
Professional Associations
Proprietary and Publicly Funded Day Care and Nursery School Programs
Proprietary Vocational Schools
Regional Laboratory Programs
Religious Organizations
Resource Centers
Right to Read
School Districts, Particularly Neighborhood Elementary Schools
The School Lunch Program
Social Rehabilitation Service Programs
Special Education

The extensiveness of the list above gives testimony to the impo
the need, and the impressive response to that need to date, fo
early childhood programs. Yet the presenters and participan
conference called for still more delivery systems and for mod
in existing systems. These are discussed in Part II - Section B.2
report, *Delivery Systems Needed*.

SECTION B: APPROACHES AND PROGRA PROJECTS IN PARENT/EARLY CHILDHO EDUCATION

INTRODUCTION

Numerous directories and lists of early childhood programs are
to those who are interested, such as the Education Commiss
States' *Early Childhood Programs: A State Survey 1974-75* an
Office of Child Development's *Home-Based Child Dev
Program Resources*, March, 1973 and update September, 19

The planners of this conference (please see APPENDIX G r
that the constraints of time and expense precluded presenting m
cross-section of the myriad numbers and kinds of approaches,
and projects in parent/early childhood education. These were
in a workshop format (please see APPENDIX H) and each pr
was given twice to permit more participants to attend more se
total, 60 sessions featuring approaches and programs/proj
conducted during the first two days of the conference. It is sign
terms of the Conference title, *Parent/Early Childhood Educati*
of the 30 workshop presentations were in the category "
Involving Parents and Community-At-Large."

Summaries of these workshop sessions, listed alphabetically
topical headings, are presented on the pages that follow. A lis
workshops, with names of presenters and other program
involved, is presented in APPENDIX H

on Programs
ultural Education

Universitites
Colleges
Development (Housing
Development) Program
Organizations

c Screening and Diagnosis
ment Programs
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and Title III Early
Programs and Projects
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The extensiveness of the list above gives testimony to the importance of the need, and the impressive response to that need to date, for parent/early childhood programs. Yet the presenters and participants at the conference called for still more delivery systems and for modifications in existing systems. These are discussed in Part II - Section B.2., of this report, *Delivery Systems Needed*.

SECTION B: APPROACHES AND PROGRAMS/ PROJECTS IN PARENT/EARLY CHILDHOOD EDUCATION

INTRODUCTION

Numerous directories and lists of early childhood programs are available to those who are interested, such as the Education Commission of the States' *Early Childhood Programs: A State Survey 1974-75* and the U.S. Office of Child Development's *Home-Based Child Development Program Resources*, March, 1973 and update September, 1974.

The planners of this conference (please see APPENDIX G recognized that the constraints of time and expense precluded presenting more than a cross-section of the myriad numbers and kinds of approaches, programs and projects in parent/early childhood education. These were presented in a workshop format (please see APPENDIX H) and each presentation was given twice to permit more participants to attend more sessions. In total, 60 sessions featuring approaches and programs/projects were conducted during the first two days of the conference. It is significant, in terms of the Conference title, *Parent/Early Childhood Education*, that 17 of the 30 workshop presentations were in the category "Programs Involving Parents and Community-At-Large."

Summaries of these workshop sessions, listed alphabetically under five topical headings, are presented on the pages that follow. A listing of the workshops, with names of presenters and other program personnel involved, is presented in APPENDIX H

1. Day-Care Programs

"GET SET"

This is a comprehensive day care program for low-income children supported by the Philadelphia School System. The program has 98 centers in the city, operating from 7 AM to 6 PM. There are 292 child care classrooms. All staff members are Philadelphia School District employees. All of the employees, both professionals and paraprofessionals are tied into the bargaining unit and are represented by the Philadelphia Federated Teachers. Policies established for the school district impact the GET SET day care program. There are four large early childhood programs, GET SET being one of them. They work with the Executive Director of Early Childhood Education and he in turn is responsible to the Associate Superintendent for school services. The program has social workers, social worker assistants, and assistants or aids, the paraprofessionals, who are not certificated or degreed people. The program serves 4900 children in those 98 locations. Of the 4900, about 3800 are preschool boys and girls. Children from ages 3 up to 16 are accommodated although there are very few children in the higher range—most of the children are very young.

There is a director and an assistant director, an administrative services manager, a personnel administrator, an accountant and a real estate specialist. Since the program is housed in 7 or 8 schools, community centers, churches, etc., the real estate specialist has the responsibility to determine whether the facilities meet the guidelines established by the Department of Public Welfare or the City Department of Licensing, and determine how much rental is appropriate. There is also a counseling staff. The program has five components, social services, curriculum instruction, health services, food services and psychological services. Under the social services coordinator there are four people called case workers and training supervisors who oversee the activities of the professional and paraprofessional social workers. The curriculum supervisor works only with the parent group. There are demonstration teachers and staff development people who go into a center, help the teacher set up a classroom, etc. The 14 health services specialists basically are nurses. There are four nutritionists, a chief psychologist, an associate psychologists and two psychological assistants.

GET SET is set up in four large geographic areas thr
each area is under an education and component admin
has approximately six cluster supervisors. Cluster sup
directors of centers and each one of these people is re
or four centers located in their very small geograph
cluster supervisors, there are center staffs. These pe
assistant teachers, the health specialists, and nutriti
Centers generally have two, three or four classrooms
seven classrooms, at one particular site. A lead teach
responsible person for each center. Under the lead te
teachers, who are generally certified in early childh
have some responsibilities for holding one of the f
are two assistant teachers, five classroom aides, a hou
assistant cook, a custodial aid, and a social wor
Social workers, as part of the career development
project, are classified as follows: Up to 15 college
I; 30 or more credits, Assistant II; more than 50 cre
more or up to 90 credits, Assistant IV. The next step
IV is the degree person.

2. Other Programs Serving Very Young Child

"Creative Approaches to Early Childhood Educatio

This workshop focused on Piaget's interpretation of
Montessori's experience-based curriculum, the co
curriculum and contributions of British Infant School
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"Look Ma! I'm Dancing"

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GET SET is set up in four large geographic areas throughout the city—each area is under an education and component administrator who in turn has approximately six cluster supervisors. Cluster supervisors function as directors of centers and each one of these people is responsible for three or four centers located in their very small geographic area. Under the cluster supervisors, there are center staffs. These people are teachers or assistant teachers, the health specialists, and nutritionists and the rest. Centers generally have two, three or four classrooms, up to as many as seven classrooms, at one particular site. A lead teacher functions as the responsible person for each center. Under the lead teacher there are two teachers, who are generally certified in early childhood education and have some responsibilities for holding one of the four classes. There are two assistant teachers, five classroom aides, a housekeeper/cook, an assistant cook, a custodial aid, and a social worker at the center. Social workers, as part of the career development component of the project, are classified as follows: Up to 15 college credits, Assistant I; 30 or more credits, Assistant II; more than 50 credits, Assistant III; more or up to 90 credits, Assistant IV. The next step above an Assistant IV is the degree person.

2. Other Programs Serving Very Young Children Directly

"Creative Approaches to Early Childhood Education"

This workshop focused on Piaget's interpretation of how children learn Montessori's experience-based curriculum, the cognitively oriented curriculum and contributions of British Infant School Programs. Parent/early childhood program facilities and settings can take a cue from the Montessori environment which is "childlike, homelike, and aesthetically pleasing."

"Look Ma! I'm Dancing"

Highly participatory techniques for parents and teachers to work with young children were demonstrated, such as:

- o Each family member drawing a picture of each family member and discussing the pictures
- o Describing a person then drawing that person
- o Dancing and playing instruments
- o Identifying "who's who" by color tags on each child
- o Storytelling with children filling in using words and phrases

The techniques are based on the assumption that most children have talent as artists, poets and dancers.

"Parent and Child Toy Learning Classes"

The Parent and Child Toy Learning Classes at Emily Griffith Opportunity School, Denver, serve 2400 adults and 2800 students at a cost of only $2 per year to each parent or set of parents. High school students are paid to help with little children. Doll houses, lots of play and noise typify the environment. Mothers are responsible for developing plays and other programs. Parent education teachers go to homes once a week. Leadership training is given parents. In-service training is provided staff once a month.

The Denver Public School District is the largest of seven Head Start agencies in Denver. Head Start and Early Childhood Education, ESEA Title I, permitted expansion of the Opportunity School to about 70 additional neighborhoods.

Parents tend to call the program "preschool" at first then after awhile they refer to it as "parent education."

"Platte Canyon School District Early Learning Program"

This ESEA Title III funded program for 2½-5 year old children is conducted in a small town in a rural area about 60 miles from Denver. A mobile van is equipped and staffed for home-based instruction and supplements a daily two hour in-school program for students. Each two hour session is followed by parents coming to the school and working with teachers and/or children for an hour. The program emphasizes parent-child interaction in language development. Parents tend to be

most concerned about the intellectual development of their
The environment for the program is more like a home than
and promotes learning in the social-emotional areas as well.

Strategies to help parents understand their child is a learne
having children draw pictures of themselves. Children make
what they've done to show parents at "interaction time."
equipment and materials for left-handed children. Seasons an
are good subjects upon which to build childrens' learning ac

A different group of children and parents participate each d
given week. Parents have a "buddy system" to help cover eac
case of illness, or transportation or other problems.

The project staff cautions that persons considering a parent/e
hood education program be sure that it has been identified in
community as a need area. Conducting a program first becaus
ular won't work. The staff also advises that when hiring pa
childhood staff, human interaction skills and experience
important qualifications than academic backgrounds.

The delivery system used for this parent/early childhood educ
gram in a rural area, like the traditional county agriculture
system. In that model there is a center for demonstration and
people take materials and ideas home to use, then the extens
comes around and provides supportive services (in this ca
visits and a mobile van).

3. Programs Involving Parents and Communities-At-La

"An Innovative Model for Community and Parent/Involveme

This model is the PACT (Parents and Children Together) Pro
ducted by Children's Services, Southeast Mental Health and R
Center, Fargo, North Dakota. It is a parent education program
the parents of preschool children meet in informal groups to l
normal child growth and development and to share the co
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most concerned about the intellectual development of their children. The environment for the program is more like a home than a school and promotes learning in the social-emotional areas as well.

Strategies to help parents understand their child is a learner include having children draw pictures of themselves. Children make signs on what they've done to show parents at "interaction time." There are equipment and materials for left-handed children. Seasons and holidays are good subjects upon which to build childrens' learning activities.

A different group of children and parents participate each day in any given week. Parents have a "buddy system" to help cover each other in case of illness, or transportation or other problems.

The project staff cautions that persons considering a parent/early childhood education program be sure that it has been identified in and by the community as a need area. Conducting a program first because it's popular won't work. The staff also advises that when hiring parent/early childhood staff, human interaction skills and experience are more important qualifications than academic backgrounds.

The delivery system used for this parent/early childhood education program in a rural area, like the traditional county agriculture extension system. In that model there is a center for demonstration and training, people take materials and ideas home to use, then the extension agent comes around and provides supportive services (in this case, home visits and a mobile van).

3. Programs Involving Parents and Communities-At-Large

"An Innovative Model for Community and Parent/Involvement"

This model is the PACT (Parents and Children Together) Program conducted by Children's Services, Southeast Mental Health and Retardation Center, Fargo, North Dakota. It is a parent education program in which the parents of preschool children meet in informal groups to learn about normal child growth and development and to share the concerns of parenting. Two business programs, Tupperware parties and S & H

Green stamp operations, provide the format for PACT in which parents can earn PACT Dollars by attending meetings, recruiting other parents and completing activities with their child. These PACT Dollars can be exchanged for educational toys and books for the child which the parents order from a *Learn and Earn Together* catalog.

Parents of six counties in North Dakota are eligible for the program. Groups of 10-20 parents of preschool children meet twice a month and time at home is required to read each packet and engage in activities with the child. The seven areas of study are:

- o Parental Development and the World of Newborn
- o Sensory-Motor Development
- o Social Development
- o Emotional Development
- o Personality Development
- o Language Development
- o Intellectual Development

"An Introduction to the Education for Parenthood Program"

Targeted to teenagers, particularly young men, the Education for Parenthood Program emphasizes curriculum development and field testing. The program is in response to such social problems as very young mothers, young men without male parent models in the home, young parents abusing children because they expect too much from them too soon, and diminishing opportunities for older siblings to learn to take care of younger ones because family size is decreasing.

The program is intended to supplement, not replace, the parenthood training young people receive at home. The program's curricula are available to communities that want to use them. One of these is the "Expand Childhood" curriculum which is a full year course of study combining classroom instruction and practical experience in day care centers, kindergartens or other child care centers. The curriculum is developed for all ethnic cultural backgrounds. Newest is the "Exploring Childhood" curriculum which was field tested this past school year

in 234 public school systems across the nation, inv
agers. This curriculum, too, includes both classroo
practical experience in caring for and teaching i
children.

"Appalachian Home Oriented Preschool Education P

Developed by Appalachia Educational Laboratory,
Virginia, HOPE is a system for delivering effectiv
education to rural Appalachia. HOPE uses three field
ponents: daily television lessons; a home compone
paraprofessional home visitor, parent materials, and p
in teaching; and a weekly group experience for the c
stationary classroom with a qualified early childhood
component, the curriculum development team, oper
Charleston, West Virginia, to prepare television lesso
the Bend" and all necessary support materials for hom
and classroom use.

A number of instructional resources have been prepa
overall effort: a seven-booklet (HOPE Manuals) imple
Home Visitor Training Package; Learning Activitie
Learning Activities for Classroom Use; a Discussion
Groups; and a four-volume *Competency Base for Cur
ment in Preschool Education*. A list of 58 child compe
as a curriculum foundation has been validated.

The Program's design combats the physical isolation i
characteristics of rural Appalachia. Television serves
is available in about 96 percent of the homes of A
preschool children. Just one teacher and one aide wh
ferent group of children each half-day session can s

A weekly television guide informs parents of wha
broadcast of "Around the Bend" and suggests related
for use at home. Activities in the viewing guide are ag
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in 234 public school systems across the nation, involving 8,000 teenagers. This curriculum, too, includes both classroom institutions and practical experience in caring for and teaching infants and young children.

"*Appalachian Home Oriented Preschool Education Program (HOPE)*"

Developed by Appalachia Educational Laboratory, Charleston, West Virginia, HOPE is a system for delivering effective early childhood education to rural Appalachia. HOPE uses three field instructional components: daily television lessons; a home component consisting of a paraprofessional home visitor, parent materials, and parent involvement in teaching; and a weekly group experience for the child in a mobile or stationary classroom with a qualified early childhood teacher. A fourth component, the curriculum development team, operates out of AEL in Charleston, West Virginia, to prepare television lessons titled "Around the Bend" and all necessary support materials for home visitors, parents, and classroom use.

A number of instructional resources have been prepared to support this overall effort: a seven-booklet (HOPE Manuals) implementation guide; a *Home Visitor Training Package;* Learning Activities for Home Use; Learning Activities for Classroom Use; a Discussion Guide for Parent Groups; and a four-volume *Competency Base for Curriculum Development in Preschool Education*. A list of 58 child competencies to be used as a curriculum foundation has been validated.

The Program's design combats the physical isolation imposed by typical characteristics of rural Appalachia. Television serves as an equalizer and is available in about 96 percent of the homes of Appalachia's rural preschool children. Just one teacher and one aide who meet with a different group of children each half-day session can serve 150 children.

A weekly television guide informs parents of what is on the daily broadcast of "Around the Bend" and suggests related followup activities for use at home. Activities in the viewing guide are age-graded to fit the child's individual level of development. The daily program also provides parents immediate suggestions for child learning opportunities at home. The home visitor contacts the home once per week, observing the child's progress, listening to parents, and demonstrating to the parent how to

work with the child. Parents have their own regular group meetings together to discuss mutual concerns and to provide support to one another. A coordinator of field operations handles scheduling and other program maintenance and administrative functions.

The intended users of the program are local and state education agencies which are adopting early childhood education for 3-5 year olds. Beneficiaries are the children and parents who learn how to better work with their children. This is a total program, but parts may be used separately.

"Bilingual Early Childhood/Kindergarten"

This session provided an overview of programs that are being successfully implemented throughout the United States and in South America. Presentations were made by early childhood bilingual program personnel, Southwest Educational Development Laboratory, Austin, Texas. Included in the presentations were instructional materials (teaching methods, skill development, testing instruments), staff development (organization and management techniques), and parent involvement (teacher/parent cooperation and home activities).

"Home Start"

Home Start is funded under the auspices of the Office of Child Development. It is seen as a viable alternative to center-based programs. Operating as a developmental and demonstration model for the past three and a half years, Home Start ended June 30, 1975 having completed the planned demonstration period. A new phase, called an application phase, began July 1 of 1975. Six Home Start training centers are funded and will be geographically distributed across the country. These six training centers will be providing training for the interim-Head Start trainees as well as other child development programs and public school personnel who are interested in implementing some kind of home-based program for the early education—not just day schools, but for early education generally.

"How Do You Really Feel About Parent Involvement?"

Offered by early childhood education personnel from George Peabody College for Teachers, Nashville, Tennessee, this presentation used selections from over 30 songs to raise awareness levels and stimulate

personal reflection on the problems and promise of parenth
underlying assumption was that contemporary popular musi
flects the culture and is a powerful affective art form. Ster
slides with words of the songs, and stimulus picture slides c
the medium and connecting narration. The session was de
bring participants in touch with their own feelings and perc
an effective and dramatic way.

"Infant Stimulation"

This program was developed by High Scope Educational
Foundation, Ypsilanti, Michigan. Video-tapes of parent-trai
fant stimulation were shown and discussed. The stimulation fo
occurs through such activities as the child looking at himself
in a mirror, watching puppets, and watching and manipula
puppets. The training always occurs with three people pre
child, the parent and the trainer. The teaching strategy
professional knowledge to give the parent choices of things t
do about a particular behavior of the child. The program
component for handicapped children and their parents and t
this component was demonstrated.

"Multimedia Approaches to Teaching Parenting Skills"

Videotapes, filmstrips, audiotapes, transparencies and take-h
phlets and written procedures for parent leaders are coordi
exportable Multi-media Training Packages under developme
Southwest Educational Development Laboratory. The package
child-rearing skills identified as important for parents of
children by parents, parent leaders, teachers and specialists.

An overview of the parenting skills package "Living and
in the Home" was presented. Three essential parts constitute
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and home activities. Parents' take-home materials are writt
grade level but parents are found capable of handling quite
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''Infant Stimulation''

This program was developed by High Scope Educational Research Foundation, Ypsilanti, Michigan. Video-tapes of parent-training in infant stimulation were shown and discussed. The stimulation for the child occurs through such activities as the child looking at himself or herself in a mirror, watching puppets, and watching and manipulating hand puppets. The training always occurs with three people present—the child, the parent and the trainer. The teaching strategy is to use professional knowledge to give the parent choices of things they might do about a particular behavior of the child. The program also has a component for handicapped children and their parents and training in this component was demonstrated.

''Multimedia Approaches to Teaching Parenting Skills''

Videotapes, filmstrips, audiotapes, transparencies and take-home pamphlets and written procedures for parent leaders are coordinated into exportable Multi-media Training Packages under development by the Southwest Educational Development Laboratory. The packages focus on child-rearing skills identified as important for parents of preschool children by parents, parent leaders, teachers and specialists.

An overview of the parenting skills package ''Living and Learning in the Home'' was presented. Three essential parts constitute the content of the package: parents as the first teachers, home materials, and home activities. Parents' take-home materials are written at 6th grade level but parents are found capable of handling quite sophisticated concepts if they are stated simply and with examples. The program has an evaluation component for training packages including pre-post meaures of media and session effectiveness.

"Parenting"

Presented under the auspices of the General Adult Education section, Utah State Board of Education, this session was participatory at the beginning in the sense that each conferee was given a paper sack containing a ball of clay, Kleenex, Playdough, bubble gum, etc., and was asked to manipulate these child's kinds of materials as the presenter indicated. The second part of the presentation consisted of a description of a take-home kit called "Brushing Up on Parenthood." The kit has 36 cassettes. The best use is made of the kit when groups of parents meet a trainer who describes the materials, then gives the parents a homework assignment and meets with the parents again later to discuss their experiences in using the materials.

"Parents and the Developing Child"

Developed by the General Adult Education Section, Utah State Board of Education, in response to widespread evidence, particularly the sales of books and magazine activities on parenting information and the large number of parents consulting family service agencies, that parents and parents-to-be are seeking information to help avoid making mistakes with their families and their children.

The program consists of eight motivational sound filmstrips of approximately 20 minutes each, and a highly illustrated *Parent Guidebook*. The program topics are:

a. Children Are Individuals

b. Growth, Maturation, Learning

c. Stages of Development

d. Middle Years and Adolescence

e. Fostering Communication

f. Family Discipline

g. Social Development

h. Theory Into Action

The eight programs of the *Parents and the Develop* series are handled in many different ways—four eight one-hour sessions, or other combinations of vary In addition, all or part of the eight programs have Toy Lending Library series, drugs and alcohol train services, pre- and in-service staff development, pare families with dependent children programs, day car head start and follow through programs, and other par including social science, home economics, and h education courses.

"Parents Becoming More Child-Centered"

Aimed at promoting attitudinal and self-concept char parents, this awareness program for parents in Arkan by a clinical psychologist. Pre- and post-interview r statistically significant changes on the part of entire fa more unitary and less segmented, on the part of pa more child-centered, and on the part of parents towa permissive. In this direct assistance program, fa making home visits as trainees, along with project staff staff members suggest that persons operating similar h programs include prestigious people who are also pa clientele in order to broaden the scope of services a base to impact more families.

"Project Prepare"

PROJECT PREPARE was a home-based adult basic e school program administered by the Butte, Montana The purpose of PROJECT PREPARE was to teach advantaged parents adult basic education skills in thei to show these parents how and what to teach their pr The primary objective was remediation of parental co computation deficiencies. The secondary objective elimination of some of the preschoolers' learning pro ect was deemed innovative in that it not ony affecte its influence carried over to the child. As the pare own educational goals they became more competent children.

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- Growth, Maturation, Learning
- Stages of Development
- Middle Years and Adolescence
- Fostering Communication
- Family Discipline
- Social Development
- Theory Into Action

The eight programs of the *Parents and the Developing Child* filmstrip series are handled in many different ways—four two-hour sessions, eight one-hour sessions, or other combinations of varying time durations. In addition, all or part of the eight programs have been used with the Toy Lending Library series, drugs and alcohol training, mental health services, pre- and in-service staff development, parent education, aid to families with dependent children programs, day care center activities, head start and follow through programs, and other parent/child programs, including social science, home economics, and health and physical education courses.

''Parents Becoming More Child-Centered''

Aimed at promoting attitudinal and self-concept changes on the part of parents, this awareness program for parents in Arkansas was evaluated by a clinical psychologist. Pre- and post-interview responses indicated statistically significant changes on the part of entire families in becoming more unitary and less segmented, on the part of parents in becoming more child-centered, and on the part of parents towards becoming less permissive. In this direct assistance program, facilitators start by making home visits as trainees, along with project staff members. Project staff members suggest that persons operating similar home visit, contact programs include prestigious people who are also parents among their clientele in order to broaden the scope of services and use the power base to impact more families.

''Project Prepare''

PROJECT PREPARE was a home-based adult basic education and pre-school program administered by the Butte, Montana School District. The purpose of PROJECT PREPARE was to teach educationally disadvantaged parents adult basic education skills in their own homes and to show these parents how and what to teach their preschool children. The primary objective was remediation of parental communication and computation deficiencies. The secondary objective was, hopefully, elimination of some of the preschoolers' learning problems. The project was deemed innovative in that it not ony affected the parents but its influence carried over to the child. As the parents realized their own educational goals they became more competent in guiding their children.

The objectives of PROJECT PREPARE were to teach communication and computation skills to parents through reading, writing and speaking English. It was felt that when the parents acquired these skills, it would improve the parents' ability to communicate with and to tutor their own children. The parents came to bimonthly meetings at the resource center. At these meetings, parents were instructed in the use of skill-building toys made from easily acquired household articles. Also used were recipes for homemade finger paint and playdough, books, drawing and paper materials, puppetts, musical records, finger-plays, and puzzles. Parents were given other handout materials to help them develop classification, sequencing and sensory discrimination.

"Strategies Which Use The Adult Education Delivery System for Parent Education"

The President's National Advisory Council on Adult Education had available at the Conference an interim position paper on utilizing the adult education program delivery system to expand rapidly the program of teaching parenting skills. The position paper listed the following Adult Education Resources, Experiences and Competencies as being available for Family/Parent/Early Childhood Education:

- Adult Education has personnel trained specifically to know and understand learning needs of adults, program administration, curriculum development, the use of various instructional strategies and techniques, assessment and program evaluation, community needs assessment, and the involvement of local residents;
- Adult Education has human, financial and physical resources available within a community;
- Adult Education has facilities which have either been built or remodeled with the specific and unique learning needs of adults in mind;
- Adult Education has available mechanisms to respond to expressed parent, family and community needs, wants, and aspirations;
- Adult Education functions cooperatively with other agencies, institutions, business and industry, and governments;
- Adult Education has the potential of utilizing b representative and functional advisory committee councils;
- Adult Education has the capability of working throu home/community power structure for identifying pr and improving parent/family unit life;
- Adult Education has a commitment to the involv of people in planning for programs in which they ta and to community study—the assessment of geogr distribution of people, facilities, social and instit structure;
- Adult Education has ongoing staff development at the local level as well as university-based gr programs in adult education.

Participants in this workshop session discussed the interi paper in small, free wheeling groups, and fed their reactio the Advisory Council's Executive Secretary who conducted t

"The Jefferson County, Public Schools Program"

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ments;

- Adult Education has the potential of utilizing broadly representative and functional advisory committees and councils;
- Adult Education has the capability of working through the home/community power structure for identifying problems and improving parent/family unit life;
- Adult Education has a commitment to the involvement of people in planning for programs in which they take part and to community study—the assessment of geographical distribution of people, facilities, social and institutional structure;
- Adult Education has ongoing staff development efforts at the local level as well as university-based graduate programs in adult education.

Participants in this workshop session discussed the interim position paper in small, free wheeling groups, and fed their reactions back to the Advisory Council's Executive Secretary who conducted the session.

"The Jefferson County, Public Schools Program"

This ESEA Title III funded program has two major objectives—to aid parents in becoming partners in educating their children, and to identify the individual needs of preschool children and in so doing, to develop a program based on those needs.

In 1974-75 there were 2,900 three and four year olds in attendance in eight churches and fifteen schools.

The daily preschool program is planned around five major areas: motor, personal-social, language, aesthetic, and cognitive development. The goal of all staff members is to help each child have more positive feelings about himself. Children with special needs in the above mentioned areas are aided individually or in small groups.

Experiences are provided for all of the children which enable them to continue their growth and development. Examples of activities are:

- o A play house allows both boys and girls to work out ideas about family relationships and self-identity. Of similar benefit are puppets. These may be used for role playing or for dramatizations.
- o Music is important to the preschool age child, and he enjoys simple songs and rhythmic activities. Paints, crayons chalk, and finger paints are other media which help to stimulate his creative impulses.
- o A woodworking area provides children with the opportunity to pound out some of their emotional tensions and to improve their muscular coordination at the same time.
- o With blocks and some imagination, the prekindergarten child can create roads, houses, airplanes, and a variety of other objects. Large cars and trucks may be used in conjunction with the blocks or alone.
- o Cages filled with small animals such as hamsters, guinea pigs, rabbits, and gerbils are present. The students are able to handle as well as observe these living creatures and may also be responsible for feeding them and keeping them clean.
- o Several different types of scales are used to set up a weighing center. Numerous items which include nuts, bolts, blocks, books, and toys are available. The children are given the freedom to work unaided and discover for themselves many concepts about weights and measurement.
- o A tape recorder or record player equipped with a jack and headphones comprise a listening center. Commercial tapes or teacher-made tapes are used interchangeably. And of course no preschool program would be complete without the many stories and fingerplays that are important activities

Parents are urged to work in the preschool centers, attend discussion groups and serve on advisory councils. Home visitations and a Play Materials Lending Library are an integral part of the program.

The 1975 report of this project contains a section on procedures for setting up a new preschool program.

"Toward Parental Competence"

Featured in the film "Day of Discovery" are the basi processes used in this parent education program to m parents new concepts and skills for enhancing their c parents and persons. Observations by project staff v Salt Lake and Los Angeles are that:

- o Parents are generally eager to learn parenting
- o Parents can learn effectively both in one-on-on in homes, and in groups
- o Childrens' attitudes, feelings, and discovery ments upon which incidental teaching in the h marily based
- o A support media system (films, slides, tapes) to parent education

Parent educators in this program have had experience in children in the classroom and each has 3 graduate u adult education and 3 graduate units of credit in metho of adult education/parent education. In the Los Angeles program, each project teacher must go through an in pay with a master teacher.

"What Dr. Spock Didn't Say"

Presenters traced the prenatal neurological developm and its relationship to the potential for learning. T vironment upon the potential for childs' learning afte discussed. Each participant in this workshop session teach at least one skill to preschool children in a posit

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"Toward Parental Competence"

Featured in the film "Day of Discovery" are the basic principles and processes used in this parent education program to make available to parents new concepts and skills for enhancing their own potential as parents and persons. Observations by project staff working both in Salt Lake and Los Angeles are that:

- o Parents are generally eager to learn parenting skills
- o Parents can learn effectively both in one-on-one situations in homes, and in groups
- o Childrens' attitudes, feelings, and discovery are the elements upon which incidental teaching in the home is primarily based
- o A support media system (films, slides, tapes) is essential to parent education

Parent educators in this program have had experience in teaching young children in the classroom and each has 3 graduate units of credit in adult education and 3 graduate units of credit in methods and materials of adult education/parent education. In the Los Angeles teacher training program, each project teacher must go through an internship without pay with a master teacher.

"What Dr. Spock Didn't Say"

Presenters traced the prenatal neurological development of the child and its relationship to the potential for learning. The effect of environment upon the potential for childs' learning after birth was also discussed. Each participant in this workshop session was trained to teach at least one skill to preschool children in a positive way.

The presenters noted that parents generally need more understanding relative to incidental teaching. Parents generally need assistance in knowing how to "play" with children and do incidental teaching. Otherwise, when they do help their children learn they tend to

emulate formal teaching. Also, the tendency is to formalize education in the school; schools are artificial learning structures—home is a natural one.

Involving parents in planning and implementing early childhood programs was discussed and the following five participatory realms for parents were identified:

- o Shared governance
- o Laws
- o Policies
- o Budget
- o Ethics

Participants in this workshop session took a pre- and post- self-administering test to determine the degree to which the presentations influenced their opinions on 11 issues relative to parent/early childhood education.

"Encouraging Parent/Early Childhood Activities in Low-Income Families"

The National Urban Coalition's efforts in reaching low-income people with the message of the importance of early childhood learning in the home were the subjects of this session. Central in the Coalition's efforts is the preparation and distribution of parenting manuals directed to low-income people in terms of content and format.

The Coalition's activities have been teamed with Right to Read and kits of materials for home visitations to assist parents in helping their children learn to read were developed during that cooperative effort. These kits (of toys, games, books) were field tested with low-income families and then disseminated as demonstration kits to be used by teachers of parenting—high schools, colleges and universities, national organizations and day care centers. The kits contain:

- o Aids to Piagetian stages of development basic to reading readiness, e.g., sorting, serialing

- o Aids to development of manual dexterity
- o Aids to encouragement of verbal development

Three research hypotheses provide the rationale for the attention to the child-rearing needs of low-income families: (ties in learning ability between rich and poor children mi plained by the early and continual early stimulation throug toys, games, etc., of children in middle class homes; (2) l parents use fewer words in dealing with their children; (class children generally are permitted to explore more.

4. Training for Staff and Volunteers

"Flexible Learning System–A Competency-Based Training P Early Childhood Educators"

Developed by the Far West Laboratory for Educational Re Development in San Francisco, the Flexible Learning Syste involves working with children, parents, teachers and teache in actual classroom situations. It is called a learning sys than a training system because the program developers feel learns as much as the trainee.

By November, 1975, a set of fifteen competency-based tra will be available for early childhood educators. Eight units ar now. Concentration in development this year is on units in perception, children's literature, and physical arrangements.

A major emphasis of the program is on the process by wh petency is required and every effort is made to personalize t tional experience for the learner. These are units which fo particular issues such as "Selecting Children's Books wit Perspective" and "Selecting Children's Books for Chicano

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Participants in this workshop session engaged in a mini-training course in one of the program units and discussed ways the training materials might be used in various parent education programs.

5. Approaches for Program Development

"Cultural Pluralism–A Necessary Concept for Parents and Children"

Theoretical perspectives and practical suggestions relative to cultural pluralism were presented by University of Denver and Georgia State University personnel. Cultural pluralism is an important concept in that it can serve to reduce the tendency of young children to stereotype and fear those who are very different from themselves. It can concurrently promote the development of positive self-esteem in minority and majority children in gendering respect for the values, beliefs and traditions of other cultural groups. Through such curricular experiences, young children come to recognize other views and behavioral styles as viable alternatives.

Personality theorists have long argued that the development of self and the child's concept of self early in life has substantial and continuing impact on his later personality development, on his relations with others and on his general competency. Early relationships between parents and infants help to determine the child's self-concept later in life. Learning and mastery also are important; rewarding children when new skills are acquired enhances their sense of self as a mastering individual. Any early education program which is attempting to reduce ethnocentricism in children must also develop a healthy sense of self in the child. The two are intimately related. Early childhood programs then must include at least three objectives relative to the child's self-development: First, assist the child in moving from a global to a more differentiated specific complex, ego-self. Secondly, help him see that he has both admirable, likable qualities and ones that are less esteemed. Thirdly, help him recognize ways in which he is similar and yet different with respect to various cultures, ethnic groups and social groups and to people in general.

Young children, ages three to eight are developed mentally at a stage where it is difficult for them to see things from another's perspective. Piaget has termed this characteristic as egocentricity. The process by which the child comes to think less egocentrically, less ethnocentrically, appears to be primarily social encounters with other people representing

divergent perspectives which challenge the child and ca
tion his own views. The resulting feeling of incongr
perience perhaps encourages him to rethink, reformulat
his whole view.

Two strategies for early childhood education to reduc
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*"Early Childhood Development: Alternatives for Progr
tion in the States"*

The workshop was designed to suggest potentials, co
ternative strategies for consideration by state level de
they move to initiate programs for very young chi
sentation was by the Director of the Inter-Agency C
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life, delivered either directly to the child or thro
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Obstacles to implementation of programs at the state
to the presenter, are inertia, extreme views, lack
fighting within agencies and "turf-guarding" among

Organizational structure alternatives for implementing
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divergent perspectives which challenge the child and cause him to question his own views. The resulting feeling of incongruity he may experience perhaps encourages him to rethink, reformulate and restructure his whole view.

Two strategies for early childhood education to reduce ethnocentricity emerge: first, children can become more skilled in the forms of their own culture (e.g., dance, music, poetry, stories) as they encounter and study other perspectives and second, systematic incorporation of children's folklore into their curriculum. Educators must believe that all ethnic heritages have something to contribute to the school and finally, that the child in school should not have to choose between his ethnic heritage and the opportunity for socio-economic success in American society.

''Early Childhood Development: Alternatives for Program Implementation in the States''

The workshop was designed to suggest potentials, constraints and alternative strategies for consideration by state level decision makers as they move to initiate programs for very young children. The presentation was by the Director of the Inter-Agency Council for Child Development Services, Office of the Governor of West Virginia.

Early childhood education, for the purposes of this presentation, was defined as those services and activities which children need to enable them to develop to their fullest potential. Such services should be made available to all children who need them from conception to the early years of life, delivered either directly to the child or through the child's parents or other appropriate caretakers.

Obstacles to implementation of programs at the state level, according to the presenter, are inertia, extreme views, lack of resources, infighting within agencies and ''turf-guarding'' among agencies.

Organizational structure alternatives for implementing state programs in parent/early childhood education include Offices of Child Development within state agencies, or creation of a new and independent state agency, or establishment of a coordinating mechanism in the Executive Office. Implementation alternatives include legislative mandate, or

executive order, or memo of understanding or letter of intent to and with the Executive Office.

Necessary commitments for urging state action include assessment of need, training of personnel, model or demonstration programs, and physical facilities.

The presenter listed six principles that govern development and implementation of state programs in early childhood education:

- o Involvement—don't confine to the bureaucracy
- o Comprehensiveness—even if beginnings are limited
- o Flexibility
- o Coordination (integration, joint planning, joint services)
- o Regional and local organization within states
- o Non-institutionalization of services

"Early Childhood Education in the U.S. Today"

Presented by a University Educational Resources Information Center/ Early Childhood Education Director, this session gave participants an overview of early childhood education based on principles of child development and implications of those principles for program development.

Four principles enunciated by the presenter were:

- o Our standards of what is a good life are constantly changing—the principle of "relative deprivation" which says essentially that when you feel deprived it is in terms of some kind of standard
- o Whatever it is that is good for children, it is only good in the right proportion. The continuum of affection mothers hold for their children—from rejection to "smother love" illustrates this principle.
- o The optimum amount of affection or attention shown a child is not a group property, it is an individual property.

- o One cannot know the optimum amount or freque intensity of affection or attention unless one kno individual child. The presenter distinguished be knowing a child and knowing about a child.

Implications for parent/early childhood education based principles are as follows:

- o The importance of sophisticated observation skills
- o The necessity of giving the child means of info us about where they are, their feelings, their thoug
- o The optimum amount of structure (routine, regimen for each child must be ascertained and employed really important things about structure are continui careful planning

Programs should be planned with the following four things

- o Goals and objectives
- o General knowledge about behavior probability of ch at given ages
- o Knowledge of the individual child
- o General understanding of the nature of development

Other clues for successful program development given by the were:

- o It is important to engage children in conversation
- o One learns to be a parent primarily because he has been a child
- o Parents are not a homogeneous group—they differ g in their opinions and expectations
- o We need to resist the temptation to make parents unnecessarily self-conscious, unnecessarily helple parents need help, we should make it available

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Implications for parent/early childhood education based on these principles are as follows:

- The importance of sophisticated observation skills
- The necessity of giving the child means of informing us about where they are, their feelings, their thoughts
- The optimum amount of structure (routine, regimentation) for each child must be ascertained and employed. The really important things about structure are continuity and careful planning

Programs should be planned with the following four things in mind:

- Goals and objectives
- General knowledge about behavior probability of children at given ages
- Knowledge of the individual child
- General understanding of the nature of development

Other clues for successful program development given by the presenter were:

- It is important to engage children in conversation
- One learns to be a parent primarily because he has once been a child
- Parents are not a homogeneous group—they differ greatly in their opinions and expectations
- We need to resist the temptation to make parents feel unnecessarily self-conscious, unnecessarily helpless; if parents need help, we should make it available

- o There is no evidence that children of poor parents feel less loved than children of wealthy parents
- o There is a distinction between a child being loved and a child feeling loved
- o What happens to a child is less important than the meaning the child gives to what happens to him.

"Early Screening, Diagnosis and Treatment of Handicapped Children"

Selection of conditions and procedures for screening were the focus of this session conducted by personnel from the University of Colorado Medical Center and the Medical Services Administration, Department of Social Rehabilitation. Early Periodic Screening, Diagnosis and Treatment (EPSDT) program was described in detail. EPSDT is a massive public health program charged with assessing and treating the whole child—mental as well as physical development—in the context of the child's family environment. Regional offices of HEW will provide each state technical assistance according to program improvement plans that each state is developing.

Communities may draw upon one or several other screening programs, such as Medicaid, Head Start, those conducted by state and local health departments and school districts, local health clinics, university research projects and service programs, National Society for the Prevention of Blindness, Volunteers for Vision, and community service organizations.

"Good Programming for Young Children"

Presented by Owens College University, City of New York, personnel, this session detailed teaching-learning strategies for the very young child:

1. Writing—doing his thing at the easel; gets "control of the brush" through doing what's best for him
2. Reading—through copying shapes and differentiating, making configurations, distinguishing the image from the background, etc.

3. Math—pulling clay into pieces and putting together gives math concepts like dividing and
4. Social development—getting along at the doug
5. Reinforcement—cookie cutter curriculum wit dough reinforces imagery through repetition; als of same story reinforces learning because the s are heard many times
6. Association—if the child holds a book and look he will associate parents' or teachers' simple sta "We hope the cat comes back" with the book
7. Problem-Solving—manipulating blocks
8. Language development—singing; words co singing

Materials and equipment for early childhood educatio

- o Potential for providing multiple learning, mul
- o Choices available to child so he doesn't feel and can do problem-solving
- o Quality

The parent or teacher selects materials, arranges them out, and schedules their use sequentially. The teache interacts closely with parents and has the parents wo their children; the teacher points out to the parents wh

"Necessary Commitments"

The presenter, Director of the Center for Early D Education, University of Arkansas at Little Rock, po session that if public schools are to be the conveyors o ment services, there are at least seven conditions or c will have to be met:

a. Legal arrangements and contractual provisio worked out in advance.

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3. Math—pulling clay into pieces and putting them back together gives math concepts like dividing and adding
4. Social development—getting along at the dough table
5. Reinforcement—cookie cutter curriculum with putty and dough reinforces imagery through repetition; also repetition of same story reinforces learning because the same sounds are heard many times
6. Association—if the child holds a book and looks at pictures he will associate parents' or teachers' simple statements like ''We hope the cat comes back'' with the book.
7. Problem-Solving—manipulating blocks
8. Language development—singing; words come easy in singing

Materials and equipment for early childhood education must have:

- o Potential for providing multiple learning, multiple use
- o Choices available to child so he doesn't feel dictated to and can do problem-solving
- o Quality

The parent or teacher selects materials, arranges them and puts them out, and schedules their use sequentially. The teacher listens, helps, interacts closely with parents and has the parents work closely with their children; the teacher points out to the parents what to watch for.

''Necessary Commitments''

The presenter, Director of the Center for Early Development and Education, University of Arkansas at Little Rock, pointed out in this session that if public schools are to be the conveyors of child development services, there are at least seven conditions or commitments that will have to be met:

a. Legal arrangements and contractual provisions carefully worked out in advance.

b. Time guarantees—clarify expectations of all concerned as to when impact might reasonably occur and be measurable

c. Provisions for self-selection of staff; it is critical that no one be in this kind of program who does not want to be

d. Clear description of the parent involvement factor and the implication of this for the staff

e. Teachers' organization awareness of program objectives, procedures, and implications for working conditions; also a commitment from the teachers' organization is essential

f. Unification of procedures such as common personnel and payroll procedures, holidays and schedules that coincide with those of other program staffs

g. Commitment to change

"Project Developmental Continuity: Issues and Bridging The Gap in Services to Children"

Instituted by the Office of Child Development, Project Developmental Continuity is designed to help solve some of the problems caused by the fragmentation of the delivery services to young children and to close the gap between preschool and school programs. The two models used in the program are Early Childhood School and the Linkage model.

The early childhood school is a school within a school. It is used in programs for Head Start, if already delegated to the public school. But very often, although the Head Start is in the public school, the Head Start teachers and the public school teachers seldom interact and although parents are involved in Head Start, they seldom if ever set foot into first grade. So in the early childhood school there is a person who coordinates the program for children from four through the third grade. The other model, called the Linkage model, is in many ways a much more complicated model. In this model, the Head Start program or other preschool program stays exactly where it always has been—in public housing, in a church, in their own building—and a coordinator works with a school or schools that those children feed into. The people involved sit down together—parents, administrators, teachers, aides—and they develop this program together.

There are 15 Project Developmental Continuity sites in th
They have set out to get preschool people and school pe
with each other, to plan together, to train together, to d
teaching and interact on a regular basis. The Salt Lake Sch
Superintendent cites five values of the project to that distri

- o Realistic support for Head Start based on the educ needs of children
- o Cooperation among various agencies to serve any family
- o More self-reliance on the part of parents and more p tion in terms of their helping children learn
- o Continuity in instruction, parent governance, s services and resource allocation
- o Improved environment for teachers to learn from other and for parents and teachers to learn from each

"The Education of Young Handicapped Children"

The presenter from the College of Liberal Arts, University described the "where we've been, where we are and where we in education of young handicapped children. Major trends intervention, model categorical approaches, higher priority se istrators, accountability, and greater emphasis on children good language base. Newly emerging activities are comm implementation programs through consortia of parents agency representatives, and dissemination of exemplary pr use by others.

Ideally, handicapped education specialists such as specialists disabilities, speech correction, speech therapy, psychology ogy "staff" students together with parents involved.

Handicapped education was defined by the presenter as "wo that individual that has a 'high-risk' problem to help him problem; the premise of early childhood education for the h is that early intervention will facilitate solving the child's p

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There are 15 Project Developmental Continuity sites in the country. They have set out to get preschool people and school people to talk with each other, to plan together, to train together, to do exchange teaching and interact on a regular basis. The Salt Lake School District Superintendent cites five values of the project to that district:

- o Realistic support for Head Start based on the educational needs of children
- o Cooperation among various agencies to serve any given family
- o More self-reliance on the part of parents and more production in terms of their helping children learn
- o Continuity in instruction, parent governance, support services and resource allocation
- o Improved environment for teachers to learn from each other and for parents and teachers to learn from each other.

''The Education of Young Handicapped Children''

The presenter from the College of Liberal Arts, University of Denver, described the ''where we've been, where we are and where we're going'' in education of young handicapped children. Major trends are earlier intervention, model categorical approaches, higher priority set by administrators, accountability, and greater emphasis on children having a good language base. Newly emerging activities are community-wide implementation programs through consortia of parents and multi-agency representatives, and dissemination of exemplary practices for use by others.

Ideally, handicapped education specialists such as specialists in learning disabilities, speech correction, speech therapy, psychology and sociology ''staff'' students together with parents involved.

Handicapped education was defined by the presenter as ''working with that individual that has a 'high-risk' problem to help him solve his problem; the premise of early childhood education for the handicapped is that early intervention will facilitate solving the child's problem.''

The trend in the pre-service education of handicapped education personnel is more training in prescriptive methods. In-service training in Denver includes onsite training at sheltered workshops, community residential facilities and nursing homes. There is an Educational Participation in the Community (EPIC) program in Denver for junior and senior high school students who wish to explore handicapped education as a career.

There is an Interstate Contact Program for transfers, runaways, etc., so that handicapped children can be identified and kept track of from state to state.

PART II: REASSESSING OUR EDUCATIONAL PRIORITIES (NEED)

INTRODUCTION

Given the "state of the art" (what is) in parent/early childhood education as described in Part I above, the next consideration is the reassessment of our educational priorities (need). That is the subject of Part II of this report. During the course of the Conference the need was enunciated philosophically and was documented statistically as well as on the basis of expert opinion by experienced specialists, practitioners and program administrators in the field.

Part II has three sections:

Section A:	Research Findings on Needs for Parent/Early Childhood Education
Section B:	Organization and Administration Needed
Section C:	Teaching—Learning Content and Procedures Needed

SECTION A: RESEARCH FINDINGS ON NEEDS FOR PARENT/EARLY CHILDHOOD EDUCATION

1. Physiological, Psychological, Social and Intellectural Needs of the Child

Research already shows that there is a constellation of mental aptitudes and mental abilities that are critically influenced between birth and age three and that the greatest development in this constellation of mental abilities takes place in that critical three-year period. Research in nutrition indicates that the peak rate of brain growth in children probably occurs at about three or four weeks before birth and a protein calorie deficiency at that time may have long lasting and irreversible effects. Lack of social stimulus for the child can also affect adversely his/her intellectural potential. Such stimuli as holding of the child, speaking to the child, and cradling and nursing the child are required. These facts suggest that the age when we should be concerned with parent and childhood education should be reduced drastically from the presently generally accepted five or six years to birth minus three months. There are at least four fundamental learning topics (foundations) that all children cope with before their third birthdays:

- Language development
- Curiosity
- Social development
- Roots of intelligence

All of these foundations are undergoing basic formative development in the first three years of life. There is reason to believe that failures in these learnings lead directly to underachievement in the elementary grades and beyond, as evidenced by the following points:

- Children who enter first grade significantly behind their peers are not likely to ever catch up
- Treatment introduced during the age three to five period does not often prevent educational failure

- Except for the fewer than five percent of our c
  with serious defects or subjected to extreme
  the first year of life, serious educational def
  usually seen before a year-and-one-half of ag
- Educational failure begins to show itself tov
  of the second year of life

The criticality of physiological growth as it relates to n
illustrated by the following brief recap of steps in the
the human being:

- The conception with the union of the sperm
- The beginning of cell division and child di
  in the second week of development
- The formation of the nerve system which
  system formed as the cells differentiate. This
  its neurological development control all pote
  child's learning.

It is extremely important that parents know that du
third and fourth week of cell differentiation such thin
diet of the mother and the amount and kinds of dru
will affect the growth of the neurological system. Th
to optimize the growth of the neurological system
growth of that system in two ways—reduce the numb
node cells that occur or diminish the speed by which
nerve system replicates itself, or both.

Once the child is born, during the first year most of the
is preconditioned. At that time it is important that
whoever the significant adult is around the child, und
concepts of conditioning and how to respond with a con
to the natural behavior of children. The quality of
either be advanced at that point or can be restricted
the child to learn is dependent to a great extent o
conditioned responses that the child must learn during
time when the parents begin toilet training and begi
child as an individual from a completely dependen
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A: RESEARCH FINDINGS ON NEEDS FOR NT/EARLY CHILDHOOD EDUCATION

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tment introduced during the age three to five period not often prevent educational failure

- Except for the fewer than five percent of our children born with serious defects or subjected to extreme abuse during the first year of life, serious educational deficits are not usually seen before a year-and-one-half of age
- Educational failure begins to show itself toward the end of the second year of life

The criticality of physiological growth as it relates to mental capacity is illustrated by the following brief recap of steps in the development of the human being:

- The conception with the union of the sperm with the egg
- The beginning of cell division and child differentiation in the second week of development
- The formation of the nerve system which is the joint system formed as the cells differentiate. This system and its neurological development control all potential for the child's learning.

It is extremely important that parents know that during the second, third and fourth week of cell differentiation such things as the protein diet of the mother and the amount and kinds of drugs she is taking will affect the growth of the neurological system. The effect could be to optimize the growth of the neurological system or to injure the growth of that system in two ways—reduce the number of divisions of node cells that occur or diminish the speed by which the neurological nerve system replicates itself, or both.

Once the child is born, during the first year most of the learning process is preconditioned. At that time it is important that the mother, or whoever the significant adult is around the child, understand the basic concepts of conditioning and how to respond with a conditioned response to the natural behavior of children. The quality of the learning can either be advanced at that point or can be restricted. The ability of the child to learn is dependent to a great extent on the number of conditioned responses that the child must learn during that time. At that time when the parents begin toilet training and begin to separate the child as an individual from a completely dependent individual, the child begins to learn through a system of behavior contagion. As the

child at that time identifies himself as a separate individual from the mother, he begins to say to himself in a sense, "If I want to survive this world, I have to be able to do some of the things that this adult is telling me to do and the only learning mechanism I have is to absorb and replicate the behavior and behavior contagion." In a sense the child replicates, models the behavior and if we understand that then we can produce the kind of model that we want that child to have for its behavior.

Once the child has enough verbal content and is able to interpet the abstract symbols and make some meaning out of the verbal content, then the child begins to get cues from the abstract symbols, and the learning process takes place through verbal interpretation. The child interprets the symbol and says that symbol applies to me and applying to me it means that I do this kind of thing and a child tries to actually produce with its own behavior what the symbol is meaning to him.

The message seems clear that because the time just before birth and the three years after birth is the time when the most critical attention to a child's development is required and that because the persons most favorably situated to provide that attention are the parents who require all the skills they have or can learn to perform effectively, parent/early childhood education must include meeting these needs in its programs.

2. Societal Demands for Parent/Early Childhood Education

Several factors that affect the stability of the home are in disarray as the following approximate figures indicate:

- 19 million children living below the poverty line
- 4 million children with a single parent head of family, most of them female parent heads
- 3 million children who are emotionally disturbed to a point where they need professional care
- Up to one million divorces per year, touching the lives of about one and a quarter million children

The stability of the home is essential for the care and n very young children to meet all the needs cited just above of this Section of this report. What is done by the family i environment has a far greater influence on children than any school can do or undo. Yet, as the U.S. Commissioner of indicated in a recent address, about 60 percent of the children in the United States are hauled off to a day care cen day-care service or to a neighboring surrogate-mother baby both parents hustle off to a job so that the two-income keep up with the fast pace and somewhat misplaced value today's way of life.

Education of young parents, especially teenage parents, wh have a particularly tenuous home environment resulting from problems as very young mothers, young men without male pa in the home, young parents abusing children because they much from them too soon, and diminishing opportunities siblings to learn to take care of younger ones because f is decreasing.

Related to the instability of the home and the far less th attention to the physical, psychological and educational needs young are the staggering costs in human lives and mone from poor education of inordinate numbers of our populati young people are poorly educated and incompetent intellec are prone to turn to anti-social behavior and away from being citizens. One indicator of this waste is that low scores on Service Exams correlate highly with homicide rates and in add ruined and lost lives involved, the average cost to the taxp Federal prisoner in 1975 will be $11,500.

SECTION B: ORGANIZATION AND ADMINISTRATION NEEDED

1. The Politics of Parent/Early Childhood Educatio

At a high level of generality the political argument for increase on parent/early childhood education is neither a very compl

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The stability of the home is essential for the care and nurturing of very young children to meet all the needs cited just above in Part I. of this Section of this report. What is done by the family in the home environment has a far greater influence on children than anything that a school can do or undo. Yet, as the U.S. Commissioner of Education indicated in a recent address, about 60 percent of the preschool children in the United States are hauled off to a day care center, a home day-care service or to a neighboring surrogate-mother babysitter while both parents hustle off to a job so that the two-income family can keep up with the fast pace and somewhat misplaced values found in today's way of life.

Education of young parents, especially teenage parents, who generally have a particularly tenuous home environment resulting from such social problems as very young mothers, young men without male parent models in the home, young parents abusing children because they expect too much from them too soon, and diminishing opportunities for older siblings to learn to take care of younger ones because family size is decreasing.

Related to the instability of the home and the far less than optimal attention to the physical, psychological and educational needs of the very young are the staggering costs in human lives and money resulting from poor education of inordinate numbers of our population. Where young people are poorly educated and incompetent intellectually they are prone to turn to anti-social behavior and away from being productive citizens. One indicator of this waste is that low scores on Selective Service Exams correlate highly with homicide rates and in addition to the ruined and lost lives involved, the average cost to the taxpayer for a Federal prisoner in 1975 will be $11,500.

SECTION B: ORGANIZATION AND ADMINISTRATION NEEDED

1. The Politics of Parent/Early Childhood Education

At a high level of generality the political argument for increased emphasis on parent/early childhood education is neither a very complicated nor

controversial one—the argument rests on the principle of equal opportunity. Corollary to that is the fact that in our society we espouse, within certain limits, the right of each individual to decide for him or herself. That right is held in trust by each child's parents until the child becomes sufficiently mature and self-reliant to carry that responsibility and its consequences for him or herself. The right of self-determination for the child and for the parent implies that whatever delivery systems are derived for early childhood education they ought to permit the parent and the parent's community to choose which programs they want to participate in, if any.

The politics for advocacy of parent/early childhood education ought to include all of the strategies, all of the lobbying and constituency forming techniques, all of the sophisticated briefing and documentation work that goes into the advocacy of any program to which a substantial segment of the public might ascribe high priority. In addition, such tactics as negotiation, compromise, deferred funding, phasing and matching resources, should be employed when they are required to sustain the advocacy for the program.

A unity of purpose and a unity of pursuit of that purpose by all the organizations involved is essential to provide a sufficiently broad power base to have impact on decision makers at any level of government. Important to the unity of purpose is the planned systematic inclusion of representatives of the consumers (parents and children) practitioners (both in the public and private sector) and program administrators (at all levels of government) in the planning of and reacting to any program proposals before they are presented for consideration for legislation, funding or implementation.

The states are an important part of this effort. Since they are the units of government charged with responsibility for public education, it is logical that they assume a position of leadership at least equivalent to that of the Federal government. At the same time it is important that the states recognize, as the Department of Health, Education, and Welfare has recognized by creating ten regional offices throughout the country, that decisions need to be made ultimately as close to the level of operation as possible. Direct local involvement, full collaboration and cooperation between state and local government will be required because of the flexible, community-choice nature of individualized services that are essential in parent/early childhood education.

There was at least as much discussion at the Conferen "turfdom" (the tendency for agencies to become pos vincial relative to their own areas of operations once lished) should be debated as there was about the to counters for turfdom were discussed such as the separate agencies for parent/early childhood educati mechanisms such as interagency councils, or joint pla tion arrangements. On the one hand it was maintained to be discussed because that's the way programs a funded; on the other hand, some argued that discussio because it only delays achieving program approval Congress and legislatures by reason of a united front no One creates turfdom problems and categorical progra funding sources. Avoiding categorical programs wo particularly in a program like parent/early childhood ed the resources to work with the parent and the whole ch tude of agencies and institutions. However, no "umbrella" approaches tend to be ineffective. Pro requires definition and the definition is critical, not th program. If community groups, coordinated and invo ciplines and representatives were formed, it might pr early childhood education program from becoming gorical" program.

Analysis of the transcripts of discussions during the Co a general consensus that any legislative proposals sho need for "state choice," similar to the "communi referred to above, that is, some states do not want a that interferes with state individuality while other states very little without substantial Federal support.

2. Delivery Systems Needed

The delivery systems already in place for conveying p hood education services are discussed in Part I, Secti above. The speakers and participants at the Conferen views relative to the *kinds* of delivery systems t services most effectively to the masses of people it m

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There was at least as much discussion at the Conference about *whether* "turfdom" (the tendency for agencies to become possessive and provincial relative to their own areas of operations once those are established) should be debated as there was about the topic itself. Some counters for turfdom were discussed such as the establishment of separate agencies for parent/early childhood education, coordinating mechanisms such as interagency councils, or joint planning and operation arrangements. On the one hand it was maintained that turfdom has to be discussed because that's the way programs are approved and funded; on the other hand, some argued that discussion is out of order because it only delays achieving program approval and confuses the Congress and legislatures by reason of a united front not being presented. One creates turfdom problems and categorical programs mainly due to funding sources. Avoiding categorical programs would be beneficial particularly in a program like parent/early childhood education in which the resources to work with the parent and the whole child lie in a multitude of agencies and institutions. However, non-categorical or "umbrella" approaches tend to be ineffective. Program efficiency requires definition and the definition is critical, not the category of the program. If community groups, coordinated and involving many disciplines and representatives were formed, it might prevent the parent/early childhood education program from becoming "another categorical" program.

Analysis of the transcripts of discussions during the Conference indicates a general consensus that any legislative proposals should recognize the need for "state choice," similar to the "community choice" idea referred to above, that is, some states do not want a Federal program that interferes with state individuality while other states can probably do very little without substantial Federal support.

2. Delivery Systems Needed

The delivery systems already in place for conveying parent/early childhood education services are discussed in Part I, Section A. 3., page 4 above. The speakers and participants at the Conference held divergent views relative to the *kinds* of delivery systems that will convey services most effectively to the masses of people it must serve. There

was, however, apparent general agreement on several *criteria* that delivery systems should meet, such as:

(1) Flexibility

(2) Lack of constraint by law, by history or by attitudes

(3) Capacity to hire people with differing backgrounds

(4) Capacity to conduct programs in different kinds of facilities

(5) Capacity to operate during hours which are appropriate to families and children who need services

(6) Capacity to work with parents and children together or with each separately as needed

(7) Capacity for engendering enthusiasm and commitment among staff and clients

(8) Capacity for securing community involvement, community support

(9) Capacity for providing alternative solutions for a wide variety of identified needs and permitting community and parent choice of options

(10) Capacity for involving parents directly in the decision-making relative to planning and implementation of programs

(11) Capacity for meeting multiple social and economic needs when appropriate, e.g., providing employment for trained and trainable people and using under-utilized facilities

(12) Capacity for being imaginative, creative, innovative

(13) Capacity for clear definition of purposes, objectives and procedures

(14) Capacity for drawing upon the resources of several agencies when appropriate

(15) Capacity for involving the private sector in planning and implementation

(16) Capacity for involving women and minorities as practitioners, professionals and program administrators

(17) Capacity for self-renewal and adaptability to respond t changing needs

(18) Accountability

(19) Capacity for involving and drawing upon the resource of all levels of government

(20) Capacity for a comprehensive range of services to be de livered as individuals require them, e.g., nutrition, healt care; recreation; psychological and social services; educ education in cognitive, psycho-motor and affective area

(21) Capacity for maximum utilization of media and materia for both programming and dissemination purposes

(22) Capacity for making services available to all parents o all young children

SECTION C: TEACHING-LEARNING CON AND PROCESSES NEEDED

1. Content Needed for Parent/Early Childhood Education P

Parent Education

The U.S. Commissioner of Education suggested that the foll content areas be taught parents in order to strengthen the fam role as the first delivery system for early childhood educatio

- An awareness that they are teaching
- An understanding of the specifics in how to build po self-concepts in children and those things we do tha down and denigrate self-concepts
- A few simple facts about social and emotional and a inal growth in the first 60 months of life

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for involving women and minorities as practi- rofessionals and program administrators

(17) Capacity for self-renewal and adaptability to respond to changing needs

(18) Accountability

(19) Capacity for involving and drawing upon the resources of all levels of government

(20) Capacity for a comprehensive range of services to be delivered as individuals require them, e.g., nutrition, health care; recreation; psychological and social services; educa- education in cognitive, psycho-motor and affective areas

(21) Capacity for maximum utilization of media and materials for both programming and dissemination purposes

(22) Capacity for making services available to all parents of all young children

SECTION C: TEACHING-LEARNING CONTENT AND PROCESSES NEEDED

1. Content Needed for Parent/Early Childhood Education Programs

Parent Education

The U.S. Commissioner of Education suggested that the following six content areas be taught parents in order to strengthen the family for its role as the first delivery system for early childhood education:

- An awareness that they are teaching
- An understanding of the specifics in how to build positive self-concepts in children and those things we do that tear down and denigrate self-concepts
- A few simple facts about social and emotional and attitud- inal growth in the first 60 months of life

- How to teach incidentally those first vocabulary skills and other cognitive processes that children pick up just by virtue of the fact that they are living
- How to respond with skill to some of the incidents that occur around the home when they can use the innate curiosity of children in their natural setting to help nurture growth
- The importance of parental commitment to and involvement in their child's education

In addition to the six items listed above, other speakers and participants listed the following as appropriate content areas for parent education:

- Bilingual and physiological facts relative to pregnancy and childbirth and particularly the relationship of the development of the human physical organism to the development of intellectual capacity and the importance of the mother's diet and general care during the critical, prenatal periods
- The nature and importance of social stimuli in the social and intellectual development of the very young child—stimuli such as:
  - -holding of the child
  - -speaking to the child
  - -cradling of the child
  - -nursing of the child
- The nature of and techniques for infant stimulation—techniques such as using mirrors and puppets to stimulate the child to be alert, to explore, and to act and react
- The relationship of various forms of play activity to cognitive, psycho-motor and affective learning
- The importance of periodic early screening, diagnosis and treatment
- The nature and importance of four fundamental learning topics in the first three years of the child's life:
  - -language development
  - -curiosity
  - -social development

-cognitive intelligence (or the roots intelligence)

Child Education

The central message gleaned from the speakers' comme shop deliberations is that the content for each child's be carefully matched with the interests and capabili motivation unique to the individual child. Of course, generalized content areas for the various maturation become the norm over time but these generalized area only as initial cues for developing more specific specific child. Thus, to report any body of content as mended content for child education would be counter sentiment of those attending the Conference. One ex how a young child's "play" activity relates to cogni content areas seems appropriate:

- Writing - the child working at t a brush, "controllin through doing what's
- Reading - the child copying sh ferentiating, making tions, distinguishing from the backgr
- Math - pulling clay into piece them back together t concepts like subtract and adding
- Social Development - "getting along" at table, the snack or lun
- Reinforcement - through playing wit putty, perhaps using cutter" curriculum, getting reinforcement etition; similarity, same story and the s several times reinfor through repetition

How to teach incidentally those first vocabulary skills and other cognitive processes that children pick up just by virtue of the fact that they are living

How to respond with skill to some of the incidents that occur around the home when they can use the innate curiosity of children in their natural setting to help nurture growth

The importance of parental commitment to and involvement in their child's education

In to the six items listed above, other speakers and participants following as appropriate content areas for parent education:

Bilingual and physiological facts relative to pregnancy and childbirth and particularly the relationship of the development of the human physical organism to the development of intellectual capacity and the importance of the mother's diet and general care during the critical, prenatal periods

The nature and importance of social stimuli in the social and intellectual development of the very young child—stimuli such as:

-holding of the child
-speaking to the child
-cradling of the child
-nursing of the child

The nature of and techniques for infant stimulation—techniques such as using mirrors and puppets to stimulate the child to be alert, to explore, and to act and react

The relationship of various forms of play activity to cognitive, psycho-motor and affective learning

The importance of periodic early screening, diagnosis and treatment

The nature and importance of four fundamental learning topics in the first three years of the child's life:

-language development
-curiosity
-social development

-cognitive intelligence (or the roots of intelligence)

Child Education

The central message gleaned from the speakers' comments and the workshop deliberations is that the content for each child's education should be carefully matched with the interests and capabilities and level of motivation unique to the individual child. Of course, there are some generalized content areas for the various maturation levels that have become the norm over time but these generalized areas should be used only as initial cues for developing more specific content for any specific child. Thus, to report any body of content as being *the* recommended content for child education would be counter to the weight of sentiment of those attending the Conference. One example, though of how a young child's "play" activity relates to cognitive and affective content areas seems appropriate:

- o Writing - the child working at the easel with a brush, "controlling the brush" through doing what's best for him
- o Reading - the child copying shapes and differentiating, making configurations, distinguishing the image from the background, etc.
- o Math - pulling clay into pieces and putting them back together teaches math concepts like subtracting, dividing and adding
- o Social Development - "getting along" at the dough table, the snack or lunch table, etc.
- o Reinforcement - through playing with dough or putty, perhaps using the "cookie cutter" curriculum, the child is getting reinforcement through repetition; similarity, hearing the same story and the same sounds several times reinforces learning through repetition

- Association - the child holds a book, turns the pages, looks at the pictures, and associates his parents or teacher's simple statement like "We hope the cat comes back" with the book
- Problem-solving - the child manipulating blocks or puzzles
- Language Development - the child singing, words come easy in singing

Education of Staff and Volunteers

The content mentioned in the sub-sections just above for parent education and child education is also appropriate content for education of program/project staff and volunteers. In addition, the following four principles and their implications are important for staff to know:

- Our standards of what is a good life are constantly changing —principle of "relative deprivation" which says essentially that when you feel deprived it is in terms of some kind of standard.
- Whatever it is that is good for children, it is only good in the right proportion. The continuum of affection mothers hold for their children—from rejection to "smother love" illustrates this principle.
- The optimum amount of affection or attention shown a child is not a group property, it is an individual property.
- One cannot know the optimum amount or frequency or intensity of affection or attention unless one knows the individual child. The presenter distinguished between knowing a child and knowing about a child.

Implications for parent/early childhood education based on these principles are as follows:

- The importance of sophisticated observation skills

- The necessity of giving the child means of infor about where they are, their feelings, their though
- The optimum amount of structure (routine, regim for each child must be ascertained and employed. T important things about structure are continuity an planning.

Programs should be planned with the following four thing

- Goals and objectives
- General knowledge about behavior probability of at given ages
- Knowledge of the individual child
- General understanding of the nature of developm

2. Strategies Needed for Teaching and Learning in Par Childhood Education

The instructional strategies for parent/early childhood ed were most frequently mentioned at the Conference as bein as follows (these strategies listed in alphabetical ord mutually exclusive)

- Center-based instruction (including day care and borhood centers)
- Child instruction in groups followed by parents' int time
- Community education programs
- Competency-based instruction
- Cross-age tutoring
- Diagnosis-prescription-treatment-evaluation
- Fine arts (music, dancing, art, poetry, hand as the media of instruction

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- The necessity of giving the child means of informing us about where they are, their feelings, their thoughts
- The optimum amount of structure (routine, regimentation) for each child must be ascertained and employed. The really important things about structure are continuity and careful planning.

Programs should be planned with the following four things in mind:

- Goals and objectives
- General knowledge about behavior probability of children at given ages
- Knowledge of the individual child
- General understanding of the nature of development

2. Strategies Needed for Teaching and Learning in Parent/Early Childhood Education

The instructional strategies for parent/early childhood education that were most frequently mentioned at the Conference as being needed are as follows (these strategies listed in alphabetical order, are not mutually exclusive)

- Center-based instruction (including day care and neighborhood centers)
- Child instruction in groups followed by parents' interaction time
- Community education programs
- Competency-based instruction
- Cross-age tutoring
- Diagnosis-prescription-treatment-evaluation
- Fine arts (music, dancing, art, poetry, hand crafts) as the media of instruction

- o Games as the media of instruction
- o Guides and Manuals
- o Home-based instruction
- o Home tutoring
- o Home visiting
- o Learning through parent group participation and home study
- o Loaned toys and books
- o Mobile vans
- o Public and educational television
- o School-based instruction
- o Take-home instructional (or learning) packages
- o Teacher-parent/tutoring
- o Teacher/parent conferences and teacher/parent/child conferences
- o Traveling teachers
- o Video-cassettes and filmed mini-courses

Choice among these instructional strategies belongs to the communities in a policy way, to parents in terms of their perceptions of the needs of their child, and to professionals and specialists in terms of their judgment of the most effective way in which a particular parent or child learns.

PART III RECOMMENDATIONS TO THE COMMISSIONER (WHAT SHOULD BE)

INTRODUCTION

Parts I (What Is) and II (Need) of this report constitute the rationale for Part III (What Should Be). The te
Regional Commissioners of the U.S. Office of Education participated directly in the entire Conference proceed
ings. On the last day of the Conference each of them convened the representatives of their constituent states an
recorded the representative's response to the general question "Where Do We Go From Here." Following th
Conference each Regional Commissioner provided the Conference Coordinator with a written brief of the essenti
input they received from their constituents. Part III of this report is a copy of the letter to the U.S. Commissioner o
Education in response to his request for positive, action-oriented recommendations from the National Conferenc
participants.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
REGION VIII
FEDERAL OFFICE BUILDING
19TH AND STOUT STREETS
DENVER, COLORADO 80202

OFFICE OF EDUCATION

September 15, 1975

Dr. T. H. Bell
U.S. Commissioner of Education
U.S. Office of Education
400 Maryland Avenue, S.W.
Washington, D. C. 20202

Dear Dr. Bell:

We, the Regional Commissioners, U.S. Office of Education, respectfully submit the recommendations that follow based on the deliberations at the National Conference on Parent/Early Childhood Education held in Denver, Colorado May 4-7, 1975. Also considered in preparing the recommendations were the essential inputs of representatives of our constituent states whom we convened at the Conference for the express purpose of receiving their suggestions on next steps. Our recommendations are listed in five categories:

A. Followup to the Conference
B. Long-Range Planning
C. Coordination and Involvement
D. Scope of Programs
E. Dissemination

A. *Followup to the Conference*

1. In response to the expressed need and high level of national interest, the thrust of parent/early childhood education should be continued, with the understanding that planning and implementing such programs will be the shared responsibility of Federal, state and local government.

2. Each Regional Commissioner should arrange a region-wide conference on Parent/Early Childhood Education. Planning and conduct of each of these conferences should include full representation of public and private agencies and interested groups (state and local) including women, parents, minorities, mayors and legislative representatives, which will reflect the population, the needs and the concerns of the Region. A suggested agenda for these conferences would include providing a forum for the interchange of dialogue on the current state of the art within the region, the dissemination of effective programs and the resolution of Regional problems. Planning and conduct of these conferences will require specific funds allocated to each Region.

3. Building on the base developed at the National Conference, the Regional Offices should assist concerned individuals and agencies within their respective regions to develop and conduct followup conferences.

4. Each Regional Commissioner should formally declare parent/early childhood education a priority area of concern and make the declaration manifest by means of a Regional public relations campaign (including considering the use of public and educational television) to convey to parents the importance of early childhood education. There is some uncertainty at present relative to parental acceptance of an expanded early childhood education intervention.

5. More precise clarifications of the term "parent/early childhood education" and at least the overall goals and objectives for programs in this area would facilitate needs assessment and planning. In one sense, such classification could help avoid categorical and "turf" problems. Program efficiency requires definition and definition will classify or categorize the program. The definition is critical, not the category of the program. If community groups, coordinated and involving many disciplines or representatives, were formed, it might prevent the parent/early childhood program from becoming "another categorical" program.

B. *Long-Range Planning*

1. The Office of Education should establish a National Task Force on Parent/Early Childhood Education, or form a National Task Force by reconstituting the Education Commission of the States' Early Childhood Education Task Force to include a broader representation of women, parents, the private sector and minority groups. Counter-

parts of the National Task Force should be established in each Region under the coordination of the Regional Commissioners. Each State Superintendent of Public Instruction, the State Director of Occupational and Adult Education, Director of Child Development (or equivalent) should serve on the task force in their Region. The charge to the National and Regional Task Forces should include the responsibility to:

a. Prepare, by December 31, 1976, an integrated, comprehensive long-range plan for making parent/early childhood education available to all families; the plan would include a definition of parent/early childhood education, goals and objectives and a statement of philosophy. The plan would also include programmatic recommendations and suggested implementation steps, including integration of funding allocations at all levels, suggested alternative coordination mechanisms at the Federal, state and local levels and provisions for flexibility and community choice among alternatives.

b. Upon completion of the comprehensive plan, serve as a lobby and speaking bureau to the Congress or legislatures and political party forums nationally and in the states (Regional Task Forces would function in this manner at the state and local level).

c. Disseminate, through designated liaison personnel in each Regional and state agency, private organization, union and professional organization or association involved in parent/early childhood education, information relative to Task Force operations and deliberations and invite feedback relative to draft materials and plans.

d. Appoint such subcommittees as deemed appropriate to deal in depth with such topical areas as parent and community involvement, screening and diagnosis, and legal and legislative requirements.

2. Regional efforts in general should augment national strategy in attempting to provide articulation of effective preschool and elementary programs, to identify and supplement programmatic and communication gaps, and to explore problem areas, seeking to identify and disseminate solutions.

3. The U.S.Office of Education should cost out alternative delivery systems for parent/early childhood education and make that information available to interested program planners at all levels—Federal, state and local.

4. The U.S. Office of Education should survey, nationally and by Regions and states, the approximate number of children and families to be served, the approximate numbers

and kinds of school facilities that are under-utilized and available, the number of staff available for assignment, and the number of staff requiring training, with indications of the kind of training required.

5. The U.S. Office of Education should seek, through collaborative efforts of early childhood education specialists and teacher education departments of colleges and universities, a viable way to apply the research findings in parent/early childhood education to realistic teacher training. There specifically needs to be retraining of teachers in techniques of early childhood education which would assist them in becoming more effective in the identification of specific learning problems and in the "early" prevention of later deficits.

6. Local planners should develop a management plan for parent/early childhood education depending upon their own needs, objectives and resources.

   Here is an example of such a plan:

   Phase One - The First Year

   1) Create and develop community interest and involvement
   2) Plan a home-based family/parent component
   3) Provide orientation and training for family and parent services personnel

   Phase Two - Second Year Strategies

   1) Implement the family/parent component of the program in the home (e.g., use of the "Parent and Developing Child" model program used by the Utah State Board of Education)
   2) Implement a self-development-early childhood curriculum for teenagers (e.g., use of the EDC, Cambridge, Massachusetts, "Exploring Childhood" model program)
   3) Plan a school-based early childhood program that would include the selection, orientation and training of staff (participating parents would be involved in in this phase)

   Phase Three - Third Year

   1) Develop and implement a flexible school-based early childhood program geared to meet the individual needs of the total child.
   2) Conduct diagnostic screening, intervention and treatment utilizing appropriate community services

Phase Four - Fourth Year

1) Evaluate and expand the program in relation to unmet needs.

C. *Coordination and Involvement*

1. Future National Conferences, Regional and within-Region conferences on parent/early childhood education should be particularly mindful of sex role stereotyping as an aspect of parent-child relationships. There was inadequate representation of women and parents *per se* at the National Conference; discussion of sex role stereotyping and the imprint this leaves upon the pre-school child was imcomplete. A women's caucus met three times during the conference and prepared the statements that appear in APPENDIX J.

2. Planners of future National Conferences, Regional and within-Region conferences early childhood education sponsored by all agencies (public and private), publish an directly in the planning and conduct of the conferences.

3. Education seemed to emerge from the Conference discussion as the most appropriate lead agency for convening subsequent conferences and exerting leadership in planning —reasons included the broad politcal base education has, the neighborhood school delivery system, the apparent availability of resources (in terms of under-utilized facilities and trained or trainable teachers for work with very young children) which some communities might want to utilize, and the background of experience education has with parental involvement and interaction with local communities. However, parent/early childhood programs should not necessarily adhere to the existing patterns and policies of education agencies and institutions.

4. Monitoring systems, planned and conducted on a cooperative, interagency basis, should be designed and implemented for multi-agency programs.

5. The U.S. Commissioner of Education and the Assistant Secretary, Office of Human Development, should appoint jointly an Administrator of Parent/Early Childhood Education, one of whose duties would be to serve as Executive Secretary to the National Task Force on Parent/Early Childhood Education (Please see recommendation B.1. above). This cross-agency appointment at the Federal level should help exemplify the kind of coordinated, interagency approach that will be needed also at the state and local levels.

D. *Scope of Programs*

1. Delivery systems developed for parent/early childhood education should have the capacity to reach all parents—the single parent, the poor parent, etc.—and allow for parental options.

2. Consideration should be given to providing incentives for women to participate in parent/early childhood education while they also have to make a living.

E. *Dissemination*

1. Regional Coordinators should be appointed in the Office of Education and other Department of Health, Education and Welfare agencies to disseminate national policy and information relative to parent/early childhood education and to provide technical assistance.

2. The Office of Education should survey or have surveyed existing practices in parent/early childhood education sponsored by all agencies (public and private), publish an annotated National Directory of such practices and disseminate the Directory to all interested groups and individuals. A data bank which can be updated periodically would thus be created.

3. The Education Commission of the States should perform a clearinghouse function for parent/early childhood education.

We believe that his is the optimum time for your office and those of your colleague agencies to continue and expand your assertion of leadership in parent/early childhood education. Recognition of the need has been established through research and people's general awareness of societal pressures; many tested model programs are operating and ready for replication; myriads of unrelated efforts await coordination and a common thrust; there are opportunities to employ trained or trainable people and to use under-utilized facilities; and many communities await knowledge of the options available to them in this field while other communities will require further sensitizing to the apparent general need.

We look forward to receiving your reactions relative to the recommendations listed above. We are delighted to have been a part of a National Conference that established a positive step forward in meeting the needs of young children and their parents.

Sincerely,

Leon P. Minear

Leon P. Minear
Chairman, National Conference

For the
Regional Commissioners,
U.S. Office of Education

APPENDIX A

"Reassessing Our Educational Priorities"
A Precis Of An
Address to Conference General Assembly
Monday, May 5, 1975

By

Dr. Burton L. White, Director
Preschool Project
Harvard Graduate School of Education

My purposes are to inform you and attempt to influence you about a topic I think is of the highest priority in regard to national educational policy, our national resources, and the solidity of our young families. That topic is the role of the family in the education of a young child, particularly during the first three years of life. My speciality is the study of what it takes to help each child make the most of whatever potential he brings into the world through the experiences of the first six years of life. That is my special role professionally and on the ECS Early Childhood Task Force. I believe that our current national educational policy is significantly flawed in this particular problem area; that we are wasting much of our most precious natural resource; that we are talking about the people of the next generation; and that we are allowing the quality of everyday life for many of our young families to be far more stressful and far less rewarding than it could be.

I have been conducting research full time on the early educational development of children for about 16 years. Seventy-five percent of my professional time has been on direct empirical research on this topic. I have come to some central conclusions that cry out for a new look at our national educational policy.

First of all, children start to learn long before our educational system begins to concern itself with them. As far as I can find in writings, no society has ever put a lot of money into the first years of life. Yet,

everybody knows that children are learning from the first day into the world. Although they do not usually learn to read, cipher much before five or six years of age, they do start, start, to learn in more fundamental areas that seem to determi how well they will later learn to read, write, and cipher.

There are at least four fundamental learning topics (founda all children cope with before their third birthdays.

First of all, language development. Language growth start large way, develops to a solid working capacity before the t day. Two- and three-month-old children do not process the n words at all. At six, seven, and eight months, they begin to the meanings of a few selected words such as their own name, Daddy, kiss, and bottle. That initial vocabulary is reasonably v stood. By the time they are three years of age, most childre capacity to understand most of the language they will use i conversation for the rest of their lives. Language is at th educational capacity. It has its own primary value, and in a instrumental value of direct relevance to all intellectual lea it underlies healthy social growth. Sociability in the first coup of life depends for its good development on some capaci language area.

The second major educational foundation that is undergoin ment in this first three-year period is curiosity. What coul important to whether a child learns anything than simple cur the birthright of every child although the badly damaged ch have less of it. It is very difficult to stamp out strong, bas pure curiosity in the first eight or nine months of life. It tunately, not that difficult to stamp it out in the next year if not stamp it out, suppress it dramatically or move it peculiar behavior patterns.

Third major point–social development. In the last five o we have begun to apply a little more serious attention to th social goals for our educational system, although we are s limping along in this area. I personally believe (and I think of research evidence to support it) that the social skills that the first preschool years are every bit as important, ev instrumental, to the intellectual success of a student, for exan directly intellectual skills. In addition, I think a lot of pe

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everybody knows that children are learning from the first day they come into the world. Although they do not usually learn to read, write, or cipher much before five or six years of age, they do start, or fail to start, to learn in more fundamental areas that seem to determine directly how well they will later learn to read, write, and cipher.

There are at least four fundamental learning topics (foundations) that all children cope with before their third birthdays.

First of all, language development. Language growth starts and, in a large way, develops to a solid working capacity before the third birthday. Two- and three-month-old children do not process the meaning of words at all. At six, seven, and eight months, they begin to understand the meanings of a few selected words such as their own name, Mommy, Daddy, kiss, and bottle. That initial vocabulary is reasonably well understood. By the time they are three years of age, most children have the capacity to understand most of the language they will use in ordinary conversation for the rest of their lives. Language is at the heart of educational capacity. It has its own primary value, and in addition an instrumental value of direct relevance to all intellectual learnings and it underlies healthy social growth. Sociability in the first couple of years of life depends for its good development on some capacities in the language area.

The second major educational foundation that is undergoing development in this first three-year period is curiosity. What could be more important to whether a child learns anything than simple curiosity. It is the birthright of every child although the badly damaged children may have less of it. It is very difficult to stamp out strong, basic, simple, pure curiosity in the first eight or nine months of life. It is, unfortunately, not that difficult to stamp it out in the next year or two or, if not stamp it out, suppress it dramatically or move it over into peculiar behavior patterns.

Third major point–social development. In the last five or six years we have begun to apply a little more serious attention to the value of social goals for our educational system, although we are still kind of limping along in this area. I personally believe (and I think I have a lot of research evidence to support it) that the social skills that develop in the first preschool years are every bit as important, every bit as instrumental. to the intellectual success of a student, for example, as the directly intellectual skills. In addition, I think a lot of people in this

country would be happier if the children we produced were not only bright but were people with whom they liked to live.

We are pretty clear now on the details of social development; we know that human infants will not survive without some sort of strong, protective attachment to an older, more mature, more capable human. Built into the creature is a collection of attributes, tools actually, that help in the cementing of a relationship to somebody. For instance, that early social smile of the three-month-old is not reserved for any particular person. Then, between eight months and twenty-four months or so, children establish a relationship, usually with the mother because most of our children are still being brought up in homes by their own families. They learn thousands of things about what they can and cannot do in their home, what they can and cannot do in interactions with the primary caretaker, about how to read the primary caretaker's different mood states, and an incredible number of other things.

When we see a child for the first time at two years of age, it is too late. They are crystallized into their basic social patterns; and, we see those social patterns applied to all social encounters in the next year or two to other children who come into the home, to older siblings, and to other adults. A human personality is being formed during those first two years, and there is no job more important than doing that well.

Over and above that primal social development, we have the fourth fundamental learning area, the foundations of cognitive intelligence. There are all sorts of problems children cannot solve in the first two or three years of life, but they are learning the tools of the trade. This process is given in detail in the work of Jean Piaget. From the very first years, children are very much interested in cause-and-effect relationships and in learning about simple mechanisms. Such events are trivial things on the surface but they indicate a very deep interest in how things work and in the various characteristics of physical objects.

These four topic areas are, I submit, the foundations of educational capacity—*language development, curiosity, social development,* and the *roots of intelligence*. They are all undergoing basic formative development in the first three years of life, and the national educational system essentially ignores that fact. There is reason to believe that failures in these learnings in the first years lead directly to underachievement in the elementary grades and beyond. Secondly, poor results or failures in the first years are extremely difficult to correct,

using any means we now have available, whether it i
spent in a private tutoring situation, a Head Start, a Fo
a Special Education program. Thirdly, relatively few
regardless of the type of family that raises them get
the education of the first years as they might. We are
substantial amounts of our most precious resource, the d
tencies of each new generation.

Can I back up these claims, or am I just another
educational sensationalists?

Point 1. Children who enter the first grade sign
their peers are not likely to ever catch up. There
but the norm is that they fall further behind. This has
educationally for a long time, and in my opinion kinde
in and of themselves are not the solution to the prob
need to take a look at what is going on in the firs
just in the fifth year. We need to continue to try to
of educational deficits, try to prevent them, and try
the game. This is the premise upon which the Brookl
built.

Point 2. The country has been working on preventi
stantial way for nine years now. Head Start's origina
was to prevent educational failure. It has had lots o
growing in emphasis in the last four or five years; th
health care, better health, and better social and emotio
but its core purpose was to try to prevent education
concentrated on the three- to five-year age period
conclusions I think can be easily drawn from the Head
(so far) that are appropriate to this discussion: (a)
succeed in its prime goal. The best objective eva
Start is that by and large, by itself, it has not had
preventing educational failure in the elementary gra
even more important, serious deficits for many chi
already visible at three years of age.

Point 3. To these facts, should be added a third
fewer than five percent of our children born with s
subjected to extreme abuse during the first year of l
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using any means we now have available, whether it is $10,000 a year spent in a private tutoring situation, a Head Start, a Follow Through or a Special Education program. Thirdly, relatively few of our children regardless of the type of family that raises them get as much out of the education of the first years as they might. We are probably wasting substantial amounts of our most precious resource, the developed competencies of each new generation.

Can I back up these claims, or am I just another in a long list of educational sensationalists?

Point 1. Children who enter the first grade significantly behind their peers are not likely to ever catch up. There are exceptions, but the norm is that they fall further behind. This has been recognized educationally for a long time, and in my opinion kindergarten programs in and of themselves are not the solution to the problem. Rather, we need to take a look at what is going on in the first six years, not just in the fifth year. We need to continue to try to get at the origin of educational deficits, try to prevent them, and try to help earlier in the game. This is the premise upon which the Brookline program was built.

Point 2. The country has been working on prevention in a very substantial way for nine years now. Head Start's original central purpose was to prevent educational failure. It has had lots of other purposes growing in emphasis in the last four or five years; that is, better early health care, better health, and better social and emotional development, but its core purpose was to try to prevent educational failure. It has concentrated on the three- to five-year age period. There are two conclusions I think can be easily drawn from the Head Start experience (so far) that are appropriate to this discussion: (a) It does not often succeed in its prime goal. The best objective evaluation of Head Start is that by and large, by itself, it has not had much success in preventing educational failure in the elementary grades. (2) Perhaps even more important, serious deficits for many children are usually already visible at three years of age.

Point 3. To these facts, should be added a third, except for the fewer than five percent of our children born with serious defects or subjected to extreme abuse during the first year of life, serious educational deficits are not usually seen before a year-and-one-half of age.

Point 4. Educational failure begins to show itself toward the end of the second year of life. It is often very reliably detected at three years of age and nearly always detectable well before the first grade. Furthermore, educational underachievement by children who look average is quite likely, but it has not really been investigated in a serious way as yet.

What causes low achievement levels in children? We have no conclusive evidence as yet as to how much achievement is due to heredity and how much is due to environment. My personal judgement is simply that both heredity and environment obviously play a role. Heredity certainly sets upper limits to development, but by itself it does not guarantee that those limits will be reached. By controlling his experiences, I can prevent any child in the world from learning to talk, and I can prevent him from acquiring any of his skills; of course those are just the extreme cases. I have done more direct research on the role of experience in early development than all but a handful of people in the country, and I am convinced of the power and relevance of early experiences in this area. Certainly until we have definitive evidence to the contrary, the most sensible policy is to assume that early experience makes important differences and to do everything we can to make such experiences as beneficial as possible.

I think there has been a kind of assumption in the minds of some people that the way children get educated is through contact with a professional in a classroom or a center. I do not think that is the way it is going to happen, and I do not think that is the way it should happen. I think the way it is going to happen is through the family as the first educational delivery system, rather than through a developmental day care center.

The three major obstacles that I see families coping with in trying to do the best they can for their children are:

First of all, ignorance; they do not know how to do the job. They do not know, for example, about the poison-control data that says that most of our reported poisonings in childhood take place between ten and thirty months of age. More importantly, they do not know the following reasons why such poisonings take place between ten and thirty months of age: (1) babies in that age range are incredibly curious, (2) babies are inclined to use the mouth as an exploring organ, and (3) babies are unsophisticated about labels that have warnings on them.

Parents do not know the story of social development. T
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relations. On the other hand, to have an older sibling at h
two, almost invariably means being on the receiving end
hatred from time to time.

The second major obstacle for parents is stress. Th
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of maimings and accidental deaths.

Every family should know how to safety-proof a home fo
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climb six or seven inches at that point, but by the time
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means that he can climb almost anything in a room. Th
has very powerful everyday consequences for a family.
common knowledge.

Not only are the first years a dangerous period of li
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addition, if there is an older sibling who is less than three
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Furthermore, when the child gets to be sixteen or seventee
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The second major obstacle for parents is stress. The eight- to twenty-four-month period is not only educationally critical (in my opinion) but it is also one of the most dangerous periods in life. I would guess that there is no period of life that is more dangerous in terms of maimings and accidental deaths.

Every family should know how to safety-proof a home for the child's first crawling efforts. Every family should know that a baby starts to climb at about eight or nine months of age. He can generally only climb six or seven inches at that point, but by the time he is a year old he will be able to climb units of twelve to fourteen inches; which means that he can climb almost anything in a room. That sequence has very powerful everyday consequences for a family. It should be common knowledge.

Not only are the first years a dangerous period of life, but they mean extra work. The child crawling around the home makes a mess and if the husband likes a neat home, that adds to the stress. In addition, if there is an older sibling who is less than three years older than the child, it is quite normal to have significant resentment on the part of the older child, and that also adds to the stress on the mother. Furthermore, when the child gets to be sixteen or seventeen months of age he starts testing his power with his mother. So, there is a lot of stress involved in raising a young child, and raising two or three closely spaced ones creates almost an intolerable amount.

Third obstacle: lack of assistance. The mother usually faces this job alone.

The three obstacles I see through our research are: (1) *Ignorance.* Parents are not prepared for the job, they are not knowledgeable, indeed there is a great deal of misinformation around; (2) *stress;* and (3) *lack of assistance.* That is a pretty tough collection of obstacles to get through.

If there is a role for education, what is it? First, we have to accept the fact that professional educators, working directly with children,

especially children over six years of age, have much less influence on development than was previously thought. This is, by the way, the major implication of the 1966 report by James Coleman on *Equality of Educational Opportunity*. Lots of threads of evidence are contributing to the notion that professional education after the child is six very often just does not have the clout that so many parents in this country seem to believe it has, and that so many professional educators somehow assume that they have. Educating a child is a partnership between the family and the professional educator. I think the senior partner is the family.

The second thing educators must do is recognize that the family is ordinarily the first educational delivery system for the child, and accept and face the consequences of that fact, seriously.

Third, we should prepare and assist the family for that fundamental educational job. How do we do this? Here are several suggestions:

1. Long before the child is born, we should teach each prospective parent all the known and accepted fundamentals about educational development in the first years of life. I would suggest this be done first through required courses in the high schools and secondly through public television. I would also suggest that neither of these vehicles costs a great deal.

2. Just before the baby is born, and soon after the baby is born, is a special time. A lot of parents are traumatized. They suddenly come face to face with the reality that they have the responsibility for this fragile little thing and they do not know what they are going to do. I would suggest that we offer adult education courses, year in and year out, for pregnant women and their husbands. We might also provide video-cassette or filmed mini-courses in hospitals during the lying-in period. I would urge providing high-quality public television material on a continuous basis.

In addition, just before or soon after the child is born, I would suggest providing a low-cost education early detection and referral service to every family, with a promise that if a family participates, their children will not go through the preschool years with an undetected educational handicap. You can make that promise and you can deliver on it for about $200 per year for a child. We are running such a service on a pilot basis at the Brookline Early Education Project. I think it is a much smarter investment than public kindergarten for everyone.

3. For the first six years of a child's life, especiall
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3. For the first six years of a child's life, especially the first three, I suggest making available continuing, low pressure, strictly voluntary training for parents through resource centers and a home visiting program. I am talking, you will notice, about working through the family, not bypassing it and going directly to the child. I would suggest providing for monitoring educational development as an extension of that early detection and referral system, again through medical psychological and educational teamwork in resource centers, for about $200 a year.

We might provide general assistance for parenting, again with a focus on education, in the following ways: Lend materials like toys and books out of a resource center, have films and pamphlets available, have professionals available to talk with parents once in a while and have other parents available so that people can talk to each other about their frustrations and their joys.

I would suggest providing free babysitting for psychological relief for parents. I am not talking about day care; but, about a few hours a week when a mother can just leave her child, without guilt, and just get away.

4. Provide referral service for special needs, an ombudsman function, through neighborhood resource centers. The home visiting part of all this, especially for families who want it and who have a little more difficulty with their children and fewer resources, does not have to be a frightfully expensive affair. We find that if you go very often to a home (more than every two or three weeks) it gets uncomfortable. There is not enough to do for most families so if you go for an hour or two every six to eight weeks we guess that is plenty. That kind of program is nowhere near as expensive as running a conventional center.

5. Provide remedial assistance as soon as possible. If your early detection program finds a borderline hearing difficulty in a six-month-old-child, we can do something about that today. It is scandalous to continue to let some fraction of our children go through primary language acquisition with untreated, unnoticed hearing deficits. You can do the screening examination for $15 or so and the occasional higher level diagnosis will cost you $50 to $75.

I think it is fair to say that the entire task force of the ECS Early Childhood Project agrees with the general desirability of strengthening the family for its role as the child's first educational delivery system. Exactly how far to go in terms of dollars per year, of course, is not

fully agreed upon. I suggested to you that for an expenditure of perhaps $300 or $400 per year we probably could do the bulk of what needs doing on this topic for most families; however, the very special need families are a much more expensive proposition. Exactly which ideas to use, again, are not fully agreed upon; but, I submit to you that there is a core of fundamental information about safety, social development, and motor development that most people do agree on, and that such information could be very, very useful to young families. Much needed assistance is feasible today. You could spend $1,000 a year for an average family, but I think you could do it quite nicely for $400 or $500. There just is not a better way to spend that money than to invest in improving the quality of our earliest educational systems.

Reference

Coleman, J. S. *Equality of Educational Opportunity*. Washington, D.C., U. S. Office of Education, 1966.

APPENDIX B

"The State's Responsibility"
A Precis Of An
Address to Conference General Assembly
Monday, May 5, 1975

By

Honorable Arch A. Moore, Jr.
Governor of West Virginia

During the past six and a half years, a major part of my time as Governor of West Virginia has been spent in developing early childhood programs. We now have a statewide kindergarten program which provides a pre-school experience for every five-year-old child in the state whose parents choose to avail themselves of it. In addition to the kindergarten program, I have established, by executive order, the Governor's Inter-Agency Council, simply stated, is to bring order out of the chaos which existed in the area of children's services. This chaos was the result of the fragmentation of children's services among several state agencies, and quite frankly it is my impression that this condition is widespread across the 50 states. I am proud of the progress we have made in bringing about a degree of coordination of children's services in West Virginia. A number of states have patterned their efforts after our Inter-Agency Council model.

My purpose today is to outline to you what I consider to be the states' responsibility in providing for the needs of its young children and their families. But before I do that, I want to make some general observations. The first of these is that the experiences which children have during their earliest years profoundly influence their development

in later life. The second observation I would make is that t
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in later life. The second observation I would make is that the needs of children during these early years are not being adequately met. We need to allocate more of our resources and efforts to these years. One simply cannot ignore the fact that the friendly smiles of far too many of our children are marred by unsightly and unhealthy cavities. Neither can we deny the fact that we have far too many abused children, too many slow learners and socially mal-adjusted teen-agers—all the products of neglected early years.

The third observation is that there exists within the individual state agencies a pool of highly trained and dedicated people who are capable of providing the leadership and expertise necessary to design delivery systems for providing the services our young children need. I also believe that the personnel who make up the local units of these state governments coupled with the thousands of non-governmental agencies, organizations, practitioners and concerned citizens are both willing and able to provide the services which children need.

My final observation is that we have the financial resources to meet the needs of young children. I am convinced that by wise and prudent management and with careful planning, the task is not beyond us.

If I have been correct in my assertions that what happens to children during the earliest years of their lives is important, that we have the ability and financial resources to provide essential services to young children, and yet their needs are not being adequately met, the logical question arises—why is this true? The urge to provide a simplistic answer to this question seems to have over-powered a vast number of the advocates of children's needs. The result is a virtual flood of solutions being offered on every hand. Some would have us believe that all we have to do is educate parents properly and our child care problems will be solved. Others suggest that assigning the exclusive responsibility for all children's services to a single agency, such as education, is the simple solution to the problem. Still others would have us believe that the answer lies in the kind of program we provide for children, thus we have a tug of war between the advocates of "structured" versus "non-structured" programs, "traditional"versus "innovative" approaches, and "cognitive" versus "developmental" methods of working with children. Others appear to have tunnel vision when it comes to viewing the broad range of children's needs. Thus we have a powerful lobby in this country that appears to see day care as the solution to all the problems of children. Others see earlier academic

training as the solution, and we find ourselves in West Virginia waging a constant battle with some educators to keep them from turning kindergarten experiences into watered-down first grades. I know that other states are having similar problems. Still others appear to concern themselves almost exclusively with the social development of the child and seem content to ignore his physical and intellectural needs.

I am suggesting to you that the children's services scene is confused. It is confused in part because the needs are great, the resources scattered, and the cries for help are urgent. It is confused because of the vastness of its goal—the goal of meeting the needs of all young children and their families. No enterprise of this magnitude can be engineered and executed from the national level through hundreds of categorical programs and thousands of direct and totally uncoordinated grants. It is confused because a battle is brewing for the control of children's services. Finally, it is confused because the practitioners have failed to define their terms and clearly delineate the issues.

But what does "children's services" mean? No single state agency or private concern is capable of meeting the medical, social, educational and development needs of all children and their families. No single state agency has the equipment, facilities or properly trained personnel to provide for the multiple needs of expectant mothers, new-born infants, toddlers, nursery school and kindergarten-age children. Yet, all of these are young children, and all need children's services.

It is my firm belief that the social service agencies in the 50 states are equipped, by virtue of highly trained personnel and decades of experience, to provide the social services that children and families need, but they employ few qualified teachers! The education agencies in those same 50 states have a corner on good teachers, but they employ few qualified social workers. The same is true in every agency. Each is equipped to provide certain kinds of services to children and each agency or organization has been doing its own thing.

The ingredient which is missing is the role of the state. I have maintained that the capability for providing the broad range of services needed by young children is scattered throughout several agencies and private groups, but I find no logical reason why those agencies and groups should operate in isolation from one another. They have done so in the past and the results have been a nightmare of fragmented services, overlapping programs and wide gaps in the provision of essential

services. In the past few years, there has been a sign
among the states to remedy this deplorable situation
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services. In the past few years, there has been a significant movement among the states to remedy this deplorable situation. No less than 18 states have established some kind of statewide coordinating mechanism for children's services and a number of other states are moving in that direction. At this point, no single organizational pattern for these offices has emerged as predominant but, by and large, their primary function is to coordinate the planning and delivery of services to children.

The necessity for state-level action is best seen when one reflects back over the history of voluntary efforts among state agencies in joint planning and coordinated delivery of services. State agencies are staffed by professionals who are trained in specific disciplines and experienced in the art of agency survival. Coordination is often a threatening term and without legislative or executive action, significant coordination is not likely to occur. I have taken such executive action in West Virginia in the establishment, by executive order, of the Inter-Agency Council For Child Development Services. The chief officers of the four major state agencies that provide services to young children and their families as well as the heads of three additional support agencies, sit on the Inter-Agency Council which I chair. A statewide plan for providing comprehensive services to children from zero to six years of age and their families has been developed. The responsibility for statewide plan- ing and coordination of all children's services rests with the Inter-Agency Council.

Through the Inter-Agency Council approach, we have maintained the autonomy of each agency. At the same time, we have brought about coordinated planning for new programs and joint participation of agencies in programs for children with multiple needs. Such needs are best met through the joint appli ation of skills and services existing in several different agencies. Regional boards that duplicate the state Inter-Agency Council in membership administer programs at the local level thus assuring coordinated service delivery at the client level.

I would submit to you that every state must give attention to the problem of fragmented children's services. They will not be brought together into a comprehensive, coordinated whole by federal action. The task is too enormous, the needs are too diverse, and the historical independence of the states in determining their own policies and pro- grams are too strong. Significant coordination will not occur on a volun- tary basis—the turf battles among agencies and private groups have been going on too long and are too bitter to be overcome without

strong urging from the state.

The obvious choice to bring order out of chaos is strong state leadership in the role of coordinating children's services.

APPENDIX C

A Precis Of An Address to Conference General Assembly During "Whose Ball Park?" Panel Discussion Monday, May 5, 1975

By

Dr. Stanley B. Thomas, Jr.
Assistant Secretary, Office of Human Development
Washington, D. C.

I welcome this opportunity that the panel provides, not only for each of us to present our own individual perspectives, but also to stimulate one another's thinking on an undeniably critical set of issues. What is the purpose of our interest in child development? It is quite simply to do the best we can to provide support and enhance the healthy growth of each child, to make possible for each child the fullest realization of his or her unique human potential. This means that in any discussion of childrens' services, childrens' programs, child development, social policies, childrens' needs, etc., we cannot lose sight of the basic fact that each of us must ultimately be judged in terms of the "best interests" of the child. I readily admit to the fact that it is not easy to determine either "best" or "interests."

In this society we espouse, within certain limits, the right of each person to decide for him or herself. This right is held in trust by each child's parents until that child becomes sufficiently mature and self-reliant to carry that responsibility and its consequences for him or herself. The right of self-determination which parents hold in trust for their children and on which they must act to protect the child's interests as they define them is a responsibility we must not only respect but we as a

society must actively support. Furthermore, parents contin
critical role in the child's formative years when they are the
persuasive and persistent influence in a child's development
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it and how it should be done has no single answer and I do
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the capabilities within communities. For each community th
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There are definitely some parameters to the considera
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Parents must be actively involved in the decisions on both who should carry on child development activities and how these activities should be carried out, while drawing on the expertise and knowledge of child development professionals and educators. The question of who should do it and how it should be done has no single answer and I doubt if it ever will. The answers are completely dependent on the needs, the desires and the capabilities within communities. For each community there may well be a different answer.

There are definitely some parameters to the consideration of each community's options. Whatever is created, there must be community support for the final decision and for its implementation. The community must be able to feel that its programs are responsive, effective and a wise use of its resources. In the increasing competition for those resources, programs which do not have this support will find themselves foundering. But, the importance of community support goes beyond the acquisition of resources to the heart of the whole notion of "community," and intangible sense of partnership, of belongingness, of shared present and future which creates a kind of informal imaginative commitment to seeing that things work and causes some people to take responsibility for what goes on around them in a set of human interactions they consider their community. With this kind of community support, a program could hardly fail regardless of whether it is touched with the magic wand of federal funding.

In recent years, we have begun to see the demise of the "bigger is better" syndrome for we have realized that with it comes standard-

ization and rigidity. The importance of flexibility in human services and human development programs cannot be underestimated. Without flexibility, a program cannot respond to the individual needs of the whole person and this is particularly true of programs and services for young children who are the least accustomed to order and discipline. We call them the formative years precisely because children acquire attitudes, habits, values and behaviors during this period which will have a profound influence on the rest of their lives.

With the importance of flexibility and responding to the whole individual child comes the need to be able to respond to the pluralism of American culture which children reflect. This is an area where our existing institutions have certainly not responded well. They have not realized and provided for the differences among subcultures as well as the similarities they share. Programs and services for children should not only recognize these differences and similarities but should help children appreciate the richness they bring to living. The capability to respond sensitively to cultural differences is especially important when looking at who will create developmental programs serving minority children in the central city. Indeed, considering the ignominious history of institutional responsiveness in the central city, the critical importance of parent and community participation is dramatically underscored. Not only have our institutions been less than successful in responding sensitively to the needs of minority children, but they have sometimes been downright callous. Consider the fact, for example, the school systems themselves have reported that in New York City a black child is more than three and one-half times as likely to be suspended as a white child. The suspension rates in Detroit are the same. In New Orleans, a black child is three times as likely to be assigned to a special education class for the educable mentally retarded as a white child. In Denver, a Spanish surname child is three times as likely to be assigned to an MR class as a white child. A black child is four times as likely to be assigned to an MR class in Denver as a white child. Clearly, special care is required in deciding who will design and run programs for the central city children.

We are talking about far more than cognitive development when we speak of child development. We are including healthy physical development, positive emotional development, motivation, socialization, trust and responsibility for oneself—a wide variety of faculties and qualities which both support and transcend the cognitive. Any programs for

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A final consideration, a part of the who should do it question, is the degree to which we want credentialling of the people who actually work with children and the kind of credentialling we want. It is clear to all of us, I think, that working with young children requires different skills than have been traditionally utilized in other institutions. In developing the necessary competencies we want child care givers to have had an experiential integration of theory and practice. Among the competency areas identified as significant which are different from the goals of other training are: Bringing about optimal coordination of child rearing practices and expectations among parents and child care homes and centers (one must relate to the parents), organizing and sustaining the positive functioning of children and adults in group learning environments, building childrens' positive self-concepts and strength. So, it behooves us all, I think, to give serious thought to whether we want to replicate the problems with other credentialling processes or whether to learn from their problems and mistakes in creating a new process, a new approach.

I personally believe that it is exceptionally important to avoid a standardized decision, made at the national level, which imposes on communities an exclusive jurisdiction for this or that institution. It is important that this not happen by default, through Congress enacting, for example, a program for which only educational agencies are eligible or for which they cannot be eligible. Communities must be free to pick the agency or organization they feel can do the job, to support a variety of alternative arrangements that they judge necessary to truly respond to the needs of their children. Either we believe that communities have that right, that responsibility, or we don't. In the final analysis, who determines the best interest of children? Do we ask vested interests such as bureaucrats, administrators, professionals and labor union leaders, or do we ask parents and communities who have no vested interest, save the development of this nation's most precious resource, its children?

APPENDIX D

A Precis Of An Address to Conference General Assembly Tuesday, May 6, 1975

By

Mr. Jule M. Sugarman
Chief Administrative Officer, Mayor's Office
Atlanta, Georgia

I want to talk to you today about politics—about the politics of children and about two kinds of politics: politics of national policy and politics of bureaucracy. I think we have learned in the last few years that if you keep children out of politics there will be no programs for children; you will get rules, regulations and laws which are incompatable with the interests of children.

I want to talk to you about the realities of American politics today as I see them affecting children and what one does to capitalize upon those realities and to utilize them to the advantage of children.

Just ten years ago the Head Start program came into being. It came into being as a political convenience in a way because we had a situation where a new program called the War on Poverty had been given great public attention. It had been given a lot of backing by a President, a lot of dynamic leadership by the Director of the Office of Economic Opportunity, and a budget which for government agencies at that time was extraordinary. Head Start had become a very important political item for congressman and governors and their wives, for mayors, county supervisors, and many professionals, all of whom saw a chance to take what they thought was a good idea in the programmatic and substantive sense and to sell it politically to the public.

Head Start had some interesting and, I think, still relevant
about the comprehensive approach to children's services s
importance of education, nutrition, social services, and pare
ment. (The title and the auspices of this conference are a
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of children do not need any organized program as we tend to
it. I believe that a great proportion of the parents in this c
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think that a great many neighborhoods and communities are
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attitudes, the kinds of motivation they need without any
programs. We may, indeed, in our zeal to see that the child
what they do need, invest our dollars unwisely.

I think it is important that in every community there be th
capacity and the capacity to back up parents in doing what th
should do. That will not be enough. There will be need for
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Head Start had some interesting and, I think, still relevant principles about the comprehensive approach to children's services such as the importance of education, nutrition, social services, and parent involvement. (The title and the auspices of this conference are a reflection of how parent involvement, parent education and parent participation have come along in the ten-year period). However, we talked about programs for young children in much too monolithic a way. We talked about them essentially as bringing children together in classrooms to do certain things at certain ages and we talked about that being a pretty universal need. We looked almost entirely to organizing early childhood education like a school program. At least in my own thinking I have shifted from that concept of a monolithically organized classroom program to what we should have understood from the beginning—the development of children is a very individualized kind of thing and it ought to be a very individualized kind of experience. There are some programs that are individualized but the overwhelming mass of what we do follows the standard classroom/curriculum model. I believe we need to really emphasize individualization in thinking about Early Childhood. First of all, I think it is debatable whether all children need any program at all. As a matter of fact, I believe that a great proportion of children do not need any organized program as we tend to think about it. I believe that a great proportion of the parents in this country are basically able to do the things that young children need. I happen to think that a great many neighborhoods and communities are able to give children the kinds of experiences, the kinds of support, the kinds of attitudes, the kinds of motivation they need without any organized programs. We may, indeed, in our zeal to see that the children receive what they do need, invest our dollars unwisely.

I think it is important that in every community there be the screening capacity and the capacity to back up parents in doing what they can and should do. That will not be enough. There will be need for specialized care, for specialized professionalism, even for institutional care in some cases, but the basic mode of working with young children must be through parent involvement. I think the research amply demonstrates that parental involvement in working with the child is something that cannot be replaced in any other way. I think that we must do much more experimentation with part day programs, with specialized kinds of programs that address individual childrens' needs, rather than some generalized statement of what children of three or four years of age need. We need to involve many different kinds of people in programs, includ-

ing a lot of what one conventionally says are untrained people. I think, for example, that despite a lot of problems and some real failures, the involvement of young people (high-schoolers, even junior high school and elementary school children) and foster grandparents in working with young children has some real pluses that have not been sufficiently capitalized on. I think it is only through the utilization of those kinds of resources that we will get the one-to-one involvement on any extensive and extended basis that is essential to some children. There is no way that we are going to finance, from public funds, a massive program of day-to-day specialized, individualized contact.

One of our problems in the child development field is that we have devoted so much attention to developing highly professionalized programs for a very small group of people but we have failed to deal with the real problem which is to multiply and replicate those programs for very large numbers of children. What we must devise are systems and programs and approaches which all of us can work with, for whom there will be enough people to do a talented and able and successful job. We must have an approach that is not solely concerned with the intellectual development of the child.

I don't want to derogate learning achievements but I do want to say that we need programs for those children who are doing fine in that field but aren't doing fine in their affective development or their behaviorial characteristics or whatever it is that is their special problem. One of the interesting developments is the intervention of the courts in the problems of solving handicapped childrens' problems, and the increasing assertion that there is virtually no child in this country that is not entitled, as a matter of law, to education in the broadest sense. Finally we have come to recognize that every child, with his individual problem, can and should be dealt with as part of our public service.

Let me turn now to the question of delivery systems. Whatever delivery system we choose, it must be flexible and not constrained by law, by history, by attitudes, by resources so that it cannot become individualized. It has to have the capacity to hire people with differing backgrounds, to conduct programs in different kinds of facilities, to operate during hours which are appropriate to the particular family and the particular children, to work perhaps only with parents in certain circumstances and not with the children, and to enlist parents' enthusiastic participation. I think that no one in Washington, really no one in a state capitol, can say with any degree of assurance what that system is for any

particular community. I think what that system is depen
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attitudes are, and what their legal situation is. I know th
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Title XX program. A program which will give you the
to build a universal, social services educational ch
program. Title XX, is, I believe, one of the most sig
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Now, that leads me square up to politics because public programs are enacted because a political constituency develops for them. I talked about Head Start; day care is anothr example of how quickly and how effectively a public constituency can develop for a program. Many of you were involved in the Title IV fight which was first around the question of how much money would be available and secondly, around the question of what regulations would apply. I think it is conclusively demonstrated in the Title IV fight that when the American public cares about a program they can make the Congress and the bureaucracy do anything they want them to do. But, the only way that happened was that there was a unity of purpose and a unity of viewpoints that came forward loud and clear in some 250,000 letters that were written about HEW's regulations. It was a phenomenon that worked and that eventually resulted in what I believe to be a very constructive and forward looking Title XX program. A program which will give you the capacity to begin to build a universal, social services educational child development program. Title XX, is, I believe, one of the most significant pieces of legislation in the history of the American government. For the first time you don't have to be on welfare to receive the services you need. That principle and that issue were fought through for many years without success. It was a fight around day care that crystallized the issue and gave the public something that they could latch onto. What is the relevance of this to the future of Early Childhood? The relevance is this—if the forces for children persist in a carnivorous warfare among one another and fighting the issue of who is going to control this and that, and if they persist in dividing among themselves in front of the Congress and in front of the public, there isn't going to be any child development program in this country. There is never going to be a

successful expansion, a successful enlargement of child development on any significant scale until there is a unity of purpose and a unity of pursuit of that purpose by all of the organizations involved. We must put aside questions of who is going to have a job when this new program comes into existence, put aside of who is more important, the state or local government or national government, and unite again around the purpose of the program which is to provide the largest variety, the largest individualization and the largest financial resources that we possibly can for the needs of children and family. One of the interesting things about bureaucratic warfare is that no matter who wins, the same individuals end up running the programs.

There are, on the other hand, some significant and important power relationships that I would not like to compromise in whatever we do about child development. None of those is more important to me than the principle of parental involvement and parental participation in the program.

It is my judgment that for many states the balance of competency, the balance of creativity, the balance of leadership has been restored to the point where the states must be a viable part of a child development program. States have begun to move their administrative structures and their bureaucracies to the point where there is direct local involvement. Decisions are not made unilaterally at the state level . . . there is a full collaboration and cooperation between state and local government. I think that is another important principle to preserve. I think that where local governments have a capacity to do most of the work on their own, they ought to have the authority to do that. I think that for many parts of the states, and particularly rural states where there is not the local capacity, the states have to play a more direct role. But in any situation, I think there are effective roles for a state as long as the state authorities understand that decisions need to be made ultimately as close to the level of operation as they possibly can.

Life is getting extremely expensive and that is going to create counter pressures against the institution of new public programs or at least the allocation of new public dollars to programs. I would suggest to you, therefore, that the major hope for growth in child development in any significant scale is through (A) The dislocation of other programs and the use of the funds that used to go for those programs into the newer early childhood programs . . . or (B) Finding ways to do early childhood programs at relatively low costs. I don't mean relatively lo terms of sacrificing standards, but there are ways that we ha ignored where it might be possible to bring significant resourc early childhood program. I mentioned one already, the use o and senior citizens to work with early childhood programs the use of volunteers. Third, we have in this country, even in g millions of unemployed and under-utilized people. During th teen years, we will have to create twenty-three million new j United States. That is a 60 percent increase in the number o we presently have for age 25 to 45 people. With that kind o and with that kind of need I think that early childhood ought to claim a share of the spoils, ought to be able to claim a sh increased labor force. I think we ought to start thinking abo career or the three career life. I think that it is going t perhaps more routine for a person to take a year out of th work in a public service program or a year out of their life their skills so that they can go on into a second career. I think going to be a lot of people who are going to decide that ris highest levels and the highest pay in their particular line of w isn't what is going to satisfy them and what they really want shift into a field where they feel more personal involvement personal rewards. Early childhood has a fantastic capacity to at people. These are people who honestly want to serve, who hon to feel that their life has some meaning and that they can The things along those lines, it seems to me, are ways that to be seriously looking at in a bureaucratic political sense, i policy political sense, if we are indeed to achieve the delivery to children and families.

So I commend to you, your second career, the art of poli

nsion, a successful enlargement of child development
nt scale until there is a unity of purpose and a unity of
urpose by all of the organizations involved. We must
ns of who is going to have a job when this new program
ence, put aside of who is more important, the state or
t or national government, and unite again around the
program which is to provide the largest variety, the
alization and the largest financial resources that we
the needs of children and family. One of the interesting
eaucratic warfare is that no matter who wins, the same
up running the programs.

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programs at relatively low costs. I don't mean relatively low costs in terms of sacrificing standards, but there are ways that we have sort of ignored where it might be possible to bring significant resources into the early childhood program. I mentioned one already, the use of children and senior citizens to work with early childhood programs. Second, the use of volunteers. Third, we have in this country, even in good times, millions of unemployed and under-utilized people. During the next fifteen years, we will have to create twenty-three million new jobs in the United States. That is a 60 percent increase in the number of jobs that we presently have for age 25 to 45 people. With that kind of pressure and with that kind of need I think that early childhood ought to be able to claim a share of the spoils, ought to be able to claim a share of that increased labor force. I think we ought to start thinking about the two career or the three career life. I think that it is going to become perhaps more routine for a person to take a year out of their life to work in a public service program or a year out of their life to change their skills so that they can go on into a second career. I think there are going to be a lot of people who are going to decide that rising to the highest levels and the highest pay in their particular line of work really isn't what is going to satisfy them and what they really want to do is to shift into a field where they feel more personal involvement and more personal rewards. Early childhood has a fantastic capacity to attract those people. These are people who honestly want to serve, who honestly want to feel that their life has some meaning and that they can be useful. The things along those lines, it seems to me, are ways that we ought to be seriously looking at in a bureaucratic political sense, in a public policy political sense, if we are indeed to achieve the delivery of services to children and families.

So I commend to you, your second career, the art of politics.

APPENDIX E

"The California Picture"
A Precis Of An
Address at the Conference Banquet
Tuesday, May 6, 1975

By

Dr. Wilson C. Riles
Superintendent of Public Instruction, State of California

I am pleased to share with you some of the things that we are doing in California in the field of early childhood education, some of the things we are planning, and some of our hopes and dreams.

I want to start with just a brief history of what California has done in the day care and child care areas. As far back as the early 1900's the state department of social welfare has been given the responsibility for establishing standards for licensing of all day care and private nursing schools. In the 1920's, parent participation nursery schools developed under adult education and this was the beginning of the private parent cooperatives. We think that we are brand new but there are people who have pioneered this field a long time ago and we shouldn't forget it. In the 1930's, WPA nursery schools were started and in 1942 the Laniman Act funds became available for child care centers for children of working mothers on limited income and women who were needed in the defense industry. In 1943, the California Legislature transferred authority for administering the child care center program to the State Department of Education. After federal funds were cut off, the State of California continued to finance the child care program on an interim basis. Then in 1956, by legislative action, the child care became an ongoing part of the State Department of Education's budget. In 1963, the McAtee Act provided funds for pilot preschool demonstration projects. Preschool was

seen as a preventive measure, that is, to help prevent later programs being necessary. The McAtee Act also established the of Compensatory Education in the State Department of Edu 1965, when Title I ESEA came into being we felt that we sh most of that money toward early education. Then in 1966, the Preschool Educational Programs was established in the D Compensatory Education, and, in 1969, Head Start was transfe OEO to HEW and designated to a newly formed Office Development. Our Miller-Unruh Basic Reading Act Programs administer, are set up to cooperate with Head Start. My positio care who operates them, as long as they operate them pro accountably and if they are not operated properly and if th accountable, and if we are funding them, then we close them someone else do it. I am committed first to children, not first tions. Finally in 1970, we set up in the Department of Educa on child development.

I was elected Superintendent of Public Instruction in 1970 the commitments I made was to early childhood education. W do to get started? We decided we would start at the begi would start where the children start. I believe that if we children off to a better start, we wouldn't have to spend so m mediation, let alone the trauma of failures that we put childre I believe in task forces, and in 1971 I appointed a high level of experts in the field of child development and I gave them a of six months to come up with a comprehensive plan for early education. We selected people who had experience, who studies in child growth and development. They included psyc pediatricians, teachers, school administrators, businessmen papermen. We asked them to tell us what they would recomm had an opportunity to design a program which would provide quality early childhood education for California children. We to draw out of their experience and prior studies that which children because we wanted to put that together and imp I told them to let me handle the politics of it and concentra should be done for children and I would give them a comm I would do everything in my power to see that we got the mon we got the law. I asked them to pretend that we had no first, second and third grades, in the State of California; if th opportunity to design something that worked, that is human, a children will learn, what would they design? And that is a

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I was elected Superintendent of Public Instruction in 1970 and one of the commitments I made was to early childhood education. What do you do to get started? We decided we would start at the beginning; we would start where the children start. I believe that if we would get children off to a better start, we wouldn't have to spend so much on remediation, let alone the trauma of failures that we put children through. I believe in task forces, and in 1971 I appointed a high level task force of experts in the field of child development and I gave them a time limit of six months to come up with a comprehensive plan for early childhood education. We selected people who had experience, who had made studies in child growth and development. They included psychologists, pediatricians, teachers, school administrators, businessmen and newspapermen. We asked them to tell us what they would recommend if they had an opportunity to design a program which would provide the highest quality early childhood education for California children. We asked them to draw out of their experience and prior studies that which works for children because we wanted to put that together and implement it. I told them to let me handle the politics of it and concentrate on what should be done for children and I would give them a commitment that I would do everything in my power to see that we got the money and that we got the law. I asked them to pretend that we had no preschool, first, second and third grades, in the State of California; if they had the opportunity to design something that worked, that is human, and in which children will learn, what would they design? And that is a question I

would like to throw out to you, as you go back to your regions, to Washington and to your neighborhoods. What would you design if you had a clean slate, given what you already know? I told the task force that I was not satisfied that we had focused a sufficient portion of our energies and resources in this critical area. As a matter of fact, I have always felt and still feel that most of the resources go to the top level. No one raises a question when a graduate student is in a class of three or four or five, but they will put 40 in a kindergarten class and expect you to individualize instruction. We have an inverted pyramid! Now, I don't want to take anything from the university people and I don't want to shift the money; just give us our due share of it for the primary grades. I asked the task force to develop a comprehensive integrated master plan for early childhood education for consideration during the 1972 legislative session. By the end of 1971, the task force submitted the report.

The task force report takes the philosophical position that the people of the State of California must make a long-range commitment of funds to the proposition that the first eight years of life are the most important period in determining the future effectiveness of all our citizens; implicit in this commitment is the recognition of the desirability of providing equal educational opportunities for all children and certainly every child, aged four through eight, regardless of his environmental, emotional and physical needs, should be included in this recognition. The statement details those components of an early childhood education program essential to its success, that is, emphasis on needs assessment, early diagnosis, intervention and prevention, parent and teacher involvement in the planning, and encouragement of local autonomy and maximum flexibility. The statement concludes with "Implicit in this proposal too, is the recognition that the individual child is the unique recipient of instruction and we therefore believe that the present large-group approach to the education of primary children must change significantly to make possible the necessary personalized instruction." The task force report lists these specific recommendations:

Goals must be clearly defined so that the results of the program can be evaluated.

Adequate funds must be allocated for the successful operation of the proposed expanded primary school.

The primary school must become a community educational center, combining all the resources of the family and the community in order to serve the children and their pa

Parent education and involvement must be an inte the primary school program.

An environment appropriate for primary educatio the nature and needs of the young child.

The pupils' medical, dental and nutritional needs met and social services, day care and counseling made accessible.

Finally, the preparation of staff for early childhoo should receive continued emphasis in California.

Once the task force's work had been completed, report statewide and we gave it publicity so the pe about it and have a chance to react to it all over the st of the task force formed themselves into a speakers around speaking about it at every meeting that they c an important part of the process—getting the public i in members of my own staff to decument the need and t cal plan for implementation. You have to put as much on an implementation strategy than you put on the o You have to know who the decision makers are in you have to know where the impediments are, you have to of your government, you have to know the attitude o of education, and you have to know the attitudes of intendents, boards, and the teachers and their organi field. You don't have to threaten people . . . give th action if you can find a way to give them a piece o remember the most important component in this equati have found when I go before the legislature or have parents are far more effective before a committee tha or a consultant from the Department of Education o from a district.

Our first implementation decision was on how much decided to begin small and begin to phase it in. Wh said operational in 25 percent of the eligible schools; pilot projects. The next implementation decision had t begin. We decided the begin first with 50 percent of t schools where there was the greatest need and leave th

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munity in order to serve the children and their parents.

Parent education and involvement must be an integral part of the primary school program.

An environment appropriate for primary education must reflect the nature and needs of the young child.

The pupils' medical, dental and nutritional needs should be met and social services, day care and counseling must be made accessible.

Finally, the preparation of staff for early childhood education should receive continued emphasis in California.

Once the task force's work had been completed, we distributed the report statewide and we gave it publicity so the people would know about it and have a chance to react to it all over the state. The members of the task force formed themselves into a speakers bureau and went around speaking about it at every meeting that they could. And, this is an important part of the process—getting the public involved. I brought in members of my own staff to document the need and to develop a practical plan for implementation. You have to put as much or even more work on an implementation strategy than you put on the original idea itself. You have to know who the decision makers are in your community, you have to know where the impediments are, you have to know the attitudes of your government, you have to know the attitude of your state board of education, and you have to know the attitudes of the district superintendents, boards, and the teachers and their organizations out in the field. You don't have to threaten people . . . give them a piece of the action if you can find a way to give them a piece of the action—and remember the most important component in this equation is the parent. I have found when I go before the legislature or have my staff go, that parents are far more effective before a committee than a superintendent or a consultant from the Department of Education or a superintendent from a district.

Our first implementation decision was on how much to start with. We decided to begin small and begin to phase it in. When I said small, I said operational in 25 percent of the eligible schools; I didn't mean any pilot projects. The next implementation decision had to do with where to begin. We decided the begin first with 50 percent of the program in the schools where there was the greatest need and leave the other 50 percent

optional with the districts but to encourage middle-class districts to put the program in. I didn't know it then, but that was the smartest thing that we ever did . . . because we made it a total program for all. We had to make some compromises. Initially we put the program in 12½ percent of the eligible schools. This year 22 percent of the eligible schools were included and for next year we want to move this to 40 percent.

We have put many of the strategies you know about into the program. They are in the law and in the guidelines. For example, if you are going to have individualization of instruction you can't do it with large numbers so we require in our guidelines that the ratio of adult to pupils be one to ten in kindergarten through third grade. We provide $130.00 extra per child in the program. The program is developed at the *school site* level. We require by law that the parents and teachers diagnose the needs of the youngsters, plan an implementation strategy and agree on a method of evaluation. Parents, and teachers and principals work together to design the programs. We have 117,000 parents volunteering each day in the program.

From what I have said about our experience you can understand why I would not want the Federal Government to come in now and mandate or write a law as to how to administer child development programs. I think the Federal Government does have a responsibility and that is to make whatever they do flexible enough to accommodate what people are trying to do in the states; and secondly to hold us accountable when they put money into it. You have to work at it at the local level and make these accommodations and make it happen. If you don't, its not going to happen because you can't force it down. The other concept I've already mentioned: Let's focus on the children, keep the children in mind rather than the institution. Let's work together—whether its federal, state, or local, whatever our organizations and from wherever we come—for the children. I think that is the only way we are going to reach the pinnacle in early childhood education that we all aspire to, and I know everyone of you share my dream of quality education for every child. I know that dream can become a reality. It means that you and I shouldn't leave this conference without hitching our wagon to a star. So make no small plans as you go back to your communities, because those little leaders of tomorrow who are the children of today, are waiting.

APPENDIX F

A Precis of an Address to Conference General Assembly Wednesday, May 7, 1975

By

Dr. John R. Silber
President, Boston University

It is particularly appropriate that a conference should be held to discuss early childhood and parent education. The joining of the education of children with the education of parents, it seems to me, is now critically important. I was asked to offer the broader view, to talk about these issues within a general context. I accepted the invitation to address this conference on the expectation that I would have the opportunity to address the Commissioner of Education. I hope to talk to Washington. I don't particularly want to talk to the people who are already in the vineyard doing the job that needs to be done without adequate national and state support.

I

A Theory in Search of Practice

On a theoretical level, it is difficult to say much that is new on the old subject of early childhood education without being wrong: we have had many years of investigation and much is already known. In 1961, J. McVicker Hunt published *Intelligence and Experience*[1], in which he clearly identified a constellation of mental abilities that are critically influenced between birth and age three. In 1964, Benjamin Bloom, compiling the work of a number of researchers[2], showed again with great clarity that the earliest environment is the crucial one. Christopher Jencks in his *Inequality*[3], suggested that perhaps 40 percent of the determinant in mental development is envi Fourteen years after Hunt's work Burton White has added ne in support of his position.[4] It is time we did something with edge.

It has already been tested in practice on a very large sc Israelis came to terms with this problem 25 years ago. The problem of uniting Oriental Jews, African Jews, and Euro with comparatively little in common culturally in a single nati to bring coherence to their country, they developed educationa for parents and children that have been remarkably successful together a nation that did not even have a common vernacul ago.

Thus, not only do we have the theoretical background terms with national policy, we even have examples of how the knowledge has been put to work.

We also have been learning much about nutritional inf educational and mental development. Drs. B.S.Platt and R.J.C writing in the World Review of Nutrition and Dietetics in 19 that:

> The peak rate of brain growth in children probably occu about 3-4 weeks before parturition and a setback during this may, as has been demonstrated in the rat, reduce the nerve population (total DNA). In animals such deficiences are versible and the recent findings that at 12-13 years of age "s -for-dates" infants have lower average I.Q.'s than their he counterparts also suggest a long-lasting and probably irre ible effect. If this view is accepted, then, although the inte tual and physical attainments of malnourished population be reduced, the majority will be within the "normal ra and only those individuals who were genetically less endowed will be recognized as below the accepted norm.

[1]J.McVicker Hunt, *Intelligence and Experience*, New York, 1961

[2]Benjamin Bloom, *Stability and Change in Human Characteristics*, New York, 1964

[3]Christopher Jencks, *Inequality*, New York, 1971

[4]B. L. White, Jean C. Watts, et. al., *Experience and Environment: Major Infl Development of the Young Child*, Vol. I, Englewood Cliffs, 1973

[5]B.S. Platt and R.J.C. Stewart, "Reversible and Irreversible Effects of P Deficiency on the Central Nervous System of Animals and Man," *Wor Nutrition and Dietetics*, Vol. 13, pp. 74-75.

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clarity that the earliest environment is the crucial one. In 1971, Christopher Jencks in his *Inequality*[3], suggested that perhaps as much as 40 percent of the determinant in mental development is environmental. Fourteen years after Hunt's work Burton White has added new evidence in support of his position.[4] It is time we did something with this knowledge.

It has already been tested in practice on a very large scale, for the Israelis came to terms with this problem 25 years ago. They faced the problem of uniting Oriental Jews, African Jews, and European Jews with comparatively little in common culturally in a single nation. In order to bring coherence to their country, they developed educational programs for parents and children that have been remarkably successful in bringing together a nation that did not even have a common vernacular 25 years ago.

Thus, not only do we have the theoretical background to come to terms with national policy, we even have examples of how the theoretical knowledge has been put to work.

We also have been learning much about nutritional influences on educational and mental development. Drs. B.S.Platt and R.J.C.Stewart, writing in the World Review of Nutrition and Dietetics in 1971, argued that:

> The peak rate of brain growth in children probably occurs at about 3-4 weeks before parturition and a setback during this peak may, as has been demonstrated in the rat, reduce the nerve cell population (total DNA). In animals such deficiences are irreversible and the recent findings that at 12-13 years of age "small-for-dates" infants have lower average I.Q.'s than their heavier counterparts also suggest a long-lasting and probably irreversible effect. If this view is accepted, then, although the intellectual and physical attainments of malnourished population will be reduced, the majority will be within the "normal range" and only those individuals who were genetically less well-endowed will be recognized as below the accepted norm.[5]

[3] Christopher Jencks, *Inequality*, New York, 1971
[4] B. L. White, Jean C. Watts, et. al., *Experience and Environment: Major Influences on the Development of the Young Child*, Vol. I, Englewood Cliffs, 1973
[5] B.S. Platt and R.J.C. Stewart, "Reversible and Irreversible Effects of Protein-Calorie Deficiency on the Central Nervous System of Animals and Man," *World Review of Nutrition and Dietetics*, Vol. 13, pp. 74-75.

Just because the majority of a population is not below the accepted norm does not mean that the population has not suffered a great loss if it loses the top 10 to 20 percent of its intellectual attainment. There is a great difference between being bright and being average, or between being average and being subnormal and to sacrifice that critical edge is a critical waste. Platt and Stewart conclude:

> . . . protein-calorie deficiency, with its attendant ills, may lower maternal efficiency and lead to the production of underweight babies, many of whom will die before reaching two years of age, whilst amongst the survivors there will be some who never reach their full physical or mental potential. Even when the severe effects of intrauterine and neo-natal deprivation are avoided, malnutrition may still increase the incidence and severity of illness, retard the physical and mental development of the young and, in adults, reduce work efficiency and mental stability.[6]

Myron Winick has pointed out that every day several hundred thousand children are born, most of whom are severely undernourished during their most formative years.

> During the past 20 years evidence has been mounting that an infant who has survived a period of sever malnutrition may be seriously handicapped—handicapped in terms of his physical and mental development. The implications of such evidence are staggering. The vicious cycle set in motion is, self-perpetuating, continuing from generation to generation.[7]

It has been known at least since 1961, and far longer by most thoughtfull people, that the earliest ages of childhood are critical. Indeed the Jesuits hundreds of years ago preferred to have children as early as possible in order to have the greatest influence on them. More recent studies have demonstrated the importance of lowering the age at which we take education seriously. Nutritionists have clearly shown us that malnutrition may set back the educational and mental development of children no less than their physical development and that the critical last third of pregnancy is of extreme importance. We must then push the age at which we ought to be concerned with parental and childhood education not back to birth but back to birth minus a
preferably nine, months.

If we then have established some intellectual and theo
agreement on these points, the problem becomes how
program that will emphasize these concerns for nutriti
in parents and children from conception through at l
years of life.

II

Educating for Equal Opportunity

The politic argument that we need to make is not
nor very controversial. This argument follows from
equal opportunity. Political equality and equality of
exceedingly important; moreover, these are the equaliti
the grasp of human beings who try to create a human
just society. We can substantially improve our prese
least guaranteeing each individual equal opportunity
limitations are the only substantial limitations under wh
suffer.

To achieve this goal, of course, we have to take se
tional evidence that we have before us. This means tha
be indifferent to their diet, particularly in the last
pregnancy. This means we must examine a cliche that is
ing currency in a very different context, the principle t
the right to do with her own body as she sees fit.

I think it is very important that we recognize the fac
gives birth to herself, and that therefore a woman's rig
body as she pleases must be balanced against the rights
else within her. The increasing availability of abortio
increasingly a woman's carrying a child reflects her de
to do so. That decision must entail a responsibility for t
and as long as that other person feeds only as the m
mother is under an obligation to nourish herself so as to
If she is not to cripple her child, physically and mentall
cern herself with nutrition. This will require parental ed
many mothers are ignorant of their nutritional needs. E
subject in general and on prenatal care in particula

[6]Ibid., p. 75.

[7]Myron Winick, "Nutrition and Mental Development," *Medical Clinics of North America*, Vol. 54, No. 6, November, 1970, p. 1413.

st because the majority of a population is not below the accepted
does not mean that the population has not suffered a great loss if
ses the top 10 to 20 percent of its intellectual attainment. There
reat difference between being bright and being average, or between
g average and being subnormal and to sacrifice that critical edge is
tical waste. Platt and Stewart conclude:

> . protein-calorie deficiency, with its attendant ills, may
> wer maternal efficiency and lead to the production of under-
> eight babies, many of whom will die before reaching two
> ars of age, whilst amongst the survivors there will be some
> ho never reach their full physical or mental potential. Even
> hen the severe effects of intrauterine and neo-natal deprivation
> e avoided, malnutrition may still increase the incidence and
> verity of illness, retard the physical and mental development
> the young and, in adults, reduce work efficiency and mental
> bility.[6]

yron Winick has pointed out that every day several hundred thou-
children are born, most of whom are severely undernourished
g their most formative years.

uring the past 20 years evidence has been mounting that an
fant who has survived a period of sever malnutrition may be
iously handicapped—handicapped in terms of his physical
d mental development. The implications of such evidence are
ggering. The vicious cycle set in motion is, self-perpetuating,
ntinuing from generation to generation.[7]

has been known at least since 1961, and far longer by most thought-
people, that the earliest ages of childhood are critical. Indeed the
ts hundreds of years ago preferred to have children as early as
ble in order to have the greatest influence on them. More recent
es have demonstrated the importance of lowering the age at which
ke education seriously. Nutritionists have clearly shown us that
utrition may set back the educational and mental development of
ren no less than their physical development and that the critical last
of pregnancy is of extreme importance. We must then push the
t which we ought to be concerned with parental and childhood

p. 75.

Winick, "Nutrition and Mental Development," *Medical Clinics of North America*,
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education not back to birth but back to birth minus at least three, and preferably nine, months.

If we then have established some intellectual and theoretical clarity and agreement on these points, the problem becomes how to implement a program that will emphasize these concerns for nutrition and education in parents and children from conception through at least the first six years of life.

II

Educating for Equal Opportunity

The political argument that we need to make is not very complicated nor very controversial. This argument follows from the principle of equal opportunity. Political equality and equality of opportunity are exceedingly important; moreover, these are the equalities that are within the grasp of human beings who try to create a humane and politically just society. We can substantially improve our present society by at least guaranteeing each individual equal opportunity so that genetic limitations are the only substantial limitations under which children need suffer.

To achieve this goal, of course, we have to take seriously the nutritional evidence that we have before us. This means that mothers cannot be indifferent to their diet, particularly in the last three months of pregnancy. This means we must examine a cliche that is gaining increasing currency in a very different context, the principle that a woman has the right to do with her own body as she sees fit.

I think it is very important that we recognize the fact that no woman gives birth to herself, and that therefore a woman's right to do with her body as she pleases must be balanced against the rights of that somebody else within her. The increasing availability of abortion means that increasingly a woman's carrying a child reflects her deliberate decision to do so. That decision must entail a responsibility for that other person, and as long as that other person feeds only as the mother feeds, the mother is under an obligation to nourish herself so as to nourish the child. If she is not to cripple her child, physically and mentally, she must concern herself with nutrition. This will require parental education because many mothers are ignorant of their nutritional needs. Education on the subject in general and on prenatal care in particular is desperately

needed in all areas of American life, most particularly in the slum areas of this country.

In addition to preventing gratuitous retardation through malnutrition, we must concern ourselves with preventing gratuitous retardation by lack of social stimulus, and this means we must put into practice what we have known for so many years. We must provide human contact, verbal contact for children at very early ages, preferably from birth.

If children are to grow up with as much intellectual and physical vigor as possible, they must from birth on be held, be cradled, be spoken to, be nursed. All these experiences are necessary for maximal socialization. They are now routinely denied our most deprived children. It is probable that our society tolerates such a situation only because too many of us are unaware of its existence. We must find ways to ensure that society becomes increasingly aware of the scandals in its midst.

One way of doing this is through our colleges and universities. For ten years at the University of Texas at Austin, I assigned slum projects to my class in Social Ethics. In these studies, the students made some very interesting discoveries. For example, in visiting one of the slum schools, they met a fine first grade teacher who talked to them about her 25 years of teaching and her approaching retirement. She had been teaching slum children most of her career. She thought that hers had been a worthwhile career, but she said that sometime before she retired, she would love to come to class and say, "Children, pick up your pencils." Instead, she continued, "I must come to class and say, 'children, this is a pencil,' and then say, 'Now, children, pick up your pencils.' " When we talk to teachers like this and learn where first grade begins in too many of our schools, we understand why too many children fail in them. We understand how ignorance breeds ignorance, how poverty breeds poverty, and why the remedial program of the Job Corps and VISTA were mere palliatives for our national scandal.

If we want to solve the problem of poverty and ignorance in this country, we must begin at birth minus three months with nutrition and with education. Only then can there be genuine equal opportunity that can break the cycle of poverty and ignorance.

What I have said this morning is so obvious and so well known by anyone who has spent two or three hours studying the subject that it is appalling to think that the members of Congress and the President of the United States are not yet adequately informed on this issue.

III

The Price of Ignorance

Many parents, even some from relatively well-to-do s
society, are abysmally ignorant about nutrition. This is ma
popularity of our packaged cereals. No one would spend the s
of money for one-tenth the nutritional value if one unde
many packaged cereals contain little grain and much chaff
Nutritional ignorance is deliberately encouraged by major foo
Basic nutritional education is badly needed in this country
should know the price we pay for miseducating and ma
one-third to one-fifth of our population. The price is
retardation and all its consequences.

I would like to review with you a few aspects of the pri
In 1964, in developing testimony before the Texas Legislatur
of a bill to abolish capital punishment, I made a comparison
of failure on the Selective Service mental test with the homi
all of the states. I discovered that there is a positive correlati
the mental rejection rate and the homicide rate in all of the

Using 1959 as a base year, the states with the lowest ment
rate were Iowa, Washington, Minnesota and Utah. The r
states ranged between 5.6 and 7.0 per hundred, with an
6.1. In the same states, the homicide rate ranged betwe
4 per hundred thousand, for an average of 1.9. In these states,
a total of two executions. The five states with the highest m
tion rate were Arkansas, Alabama, Louisiana, Mississippi
Carolina. In these states the rejection rate ranged between 40
for an average of 50.2. Half of their young men could n
very simple mental tests required for induction into the arme
these five states, the homicide rate ranged between 5.7 and 12
average figure of 10.5. There were seven executions amo
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Many parents, even some from relatively well-to-do segments of society, are abysmally ignorant about nutrition. This is manifest in the popularity of our packaged cereals. No one would spend the same amount of money for one-tenth the nutritional value if one understood that many packaged cereals contain little grain and much chaff and pizzaz. Nutritional ignorance is deliberately encouraged by major food suppliers. Basic nutritional education is badly needed in this country. All of us should know the price we pay for miseducating and malnourishing one-third to one-fifth of our population. The price is gratuitous retardation and all its consequences.

I would like to review with you a few aspects of the price we pay. In 1964, in developing testimony before the Texas Legislature in support of a bill to abolish capital punishment, I made a comparison of the rate of failure on the Selective Service mental test with the homicide rate in all of the states. I discovered that there is a positive correlation between the mental rejection rate and the homicide rate in all of the states.

Using 1959 as a base year, the states with the lowest mental rejection rate were Iowa, Washington, Minnesota and Utah. The rate in these states ranged between 5.6 and 7.0 per hundred, with an average of 6.1. In the same states, the homicide rate ranged between 1.4 and 4 per hundred thousand, for an average of 1.9. In these states, there were a total of two executions. The five states with the highest mental rejection rate were Arkansas, Alabama, Louisiana, Mississippi and South Carolina. In these states the rejection rate ranged between 40.9 and 61.9 for an average of 50.2. Half of their young men could not pass the very simple mental tests required for induction into the armed forces. In these five states, the homicide rate ranged between 5.7 and 12.9, with an average figure of 10.5. There were seven executions among the five states. There is no positive correlation between executions and the homicide rate, but a dramatic one of .68 between the rejection rate on the Selective Service Mental Examination and the homicide rate. This means that for any of these states, the mental rejection rate provides 68 percent of the information necessary for accurately predicting the homicide rate.

It is not difficult to believe that where young people are profoundly ill-educated that they are very likely to turn to antisocial behavior; they cannot satisfy their basic human needs in socially acceptable ways. A population, half of which fails the Selective Service Mental Examination, is a population very largely disabled for productive employment. The poverty of those states is not likely to be overcome without first overcoming the poverty of their educational system. It is very short-sighted simply to talk about law and order without considering the conditions that make lawful behavior possible. We pay an enormous price in crime for our failure to educate and our failure to feed.

In 1975, the average federal prisoner will cost the taxpayer $11,500; in Massachusetts, the average cost of a state prisoner is nearly $15,000. If someone serves a five-year sentence, the cost of "correcting" him for one crime can reach $75,000. This is one cost of a "correction" that will, in all likelihood, fail to correct anything. The folly is obvious: if we fail to develop programs of nutritional and educational *prevention* at fairly modest cost, we shall have to maintain immensely expensive and largely ineffectual programs of *correction*.

IV

Head Start: A Missed Opportunity

Can we afford and can we actually implement a preventive program of this sort? The Head Start Program has been used as a whipping boy and as a demonstration that our theoretical knowledge is inadequate. There has never been a more flagrant series of defective arguments than those leveled against Head Start.

First of all, the people who originally developed the idea of Head Start argued against many of the policies followed in its implementation. In early 1964, I was in a conference in Washington to plan Head Start. On the panel with me was Benjamin Bloom. We were arguing with Polly Greenberg, whom Daniel Schorr has mistakenly called the "Mother of Head Start." She may have been the midwife or the obstetrician but if she was, she was guilty of malpractice. She argued that if a two-week vacation in Europe benefits middle class children, a two or three-week Head Start Program would do wonders for slum children. Bloom and I argued that slum children in the first three weeks will spend most of that time just trying to reassure themselves that they are safe and to get enough to eat. They will not remember
at Head Start for three weeks in the way middle class c
back from Europe remembering the Tower of Londo
We predicted quite accurately—I using my commo
Bloom using his expertise—that under these condition
be unable to discern any effects from Head Start an
members would try to discredit the program. This
happened.

Head Start had several deficiencies. It started at age
it should have started at birth or age one or two. It
ran, typically, for only six to eight weeks; that was the
that Ben Bloom and I could arrange. We decided in a
men's room that we would become very rude, and o
hope that we could blast the planning committee off
We managed in that planning session to increase the H
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In addition, it had the wrong curriculum. The curric
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safe and to get enough to eat. They will not remember what they learned at Head Start for three weeks in the way middle class children will come back from Europe remembering the Tower of London or Notre Dame. We predicted quite accurately—I using my common sense and Ben Bloom using his expertise—that under these conditions Congress would be unable to discern any effects from Head Start and that some of its members would try to discredit the program. This is largely what happened.

Head Start had several deficiencies. It started at age four or five when it should have started at birth or age one or two. It was too little. It ran, typically, for only six to eight weeks; that was the best compromise that Ben Bloom and I could arrange. We decided in a caucus held in the men's room that we would become very rude, and obstreperous in the hope that we could blast the planning committee off its sticking point. We managed in that planning session to increase the Head Start Program from three weeks to somewhere between eight and twelve weeks. That was a very small gain for our participation. But, it was already too late and it was to little.

In addition, it had the wrong curriculum. The curriculum was, by and large, the kindergarten curriculum for middle class children, who are reasonably well-reared in middle class homes. In choosing this curriculum, the operators of Head Start failed to notice that kindergarten for middle class children is a place to get away from Mama and to relax a little bit. But slum children are not around Mama very much, and in fact need the skills and discipline that the middle class mother normally gives her children. Head Start needed a curriculum that would complement the slum childrens' home life. That curriculum was never designed. By imposing on slum children essentially the same curriculum appropriate to middle class children, Head Start too often reinforced the bad habits of slum children instead of compensating for what they lacked and giving them what they needed.

With those inadequacies, it is not surprising that Head Start did not succeed any better than it did. And still it succeeded. There is not a single study, not even the Westinghouse study, that did not measure some significant improvement in the socialization and capacity for learning in children in some of the Head Start Programs. Even in the most critical studies, Head Start was recognized as successful in some of its instances. The Westinghouse study proved, if nothing else, how crude

social science techniques can be and how callously they can be misapplied.

We cannot allow people to discredit the brilliant and sustained work that has been done in early childhood education and parental education on the basis of an inadequately realized Head Start Program.

V

Television: A Misused Resource

Another aspect of early childhood and parental education has been absent from this discussion: television. Television is the most pervasive preschool educational device and parental educational device in this country. We have seen the deterioration of the home and of the church as educational institutions. And it won't help for us to say that the church and the home should become more effective. We can say that, of course, but I don't think it will have any efficacious consequence. But we can all say it together as the Commissioner of Education has said it, say it four or five times and then inscribe it on prayer wheels that we shake with great regularity.

In the meantime, let's understand what has helped to accomplish the deterioration over the last 25 years. The most baleful influence in this country has been television.

I am not opposed to television: I bought a set back in 1952 when most professors at Yale were hiding them in their garage or cellar because they thought it was not dignified. Obviously, television is a very important instrument. It can be an instrument for good or ill. But we have not paid adequate attention to the content, not merely of the programs, but also of the advertising. The importance of content in television has been ignored except with regard to violence. But we have not noticed that television has a persistent message, a theology. What is its basic moral instruction? Is it not something novel, but a very old doctrine that has been found corrupt and deficient by every spiritual or philosophical leader in the history of mankind. Namely, the rankest, crudest form of pleasure-seeking. This is presented to the American public as the very essence of the good life. Enjoy yourself! There is nothing that cannot be made enjoyable if you will just try. First of all, there are the beer advertisements: "You only go around once in life so get all the gusto you can." That is an important theological statement but I am s
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can." That is an important theological statement but I am surprised to learn that Schlitz feels licensed to preach no less than to brew. The ethic that you should get all the gusto you can as you go around only once in life, seeking enjoyment wherever possible, cannot possibly lead to happiness. It is an ethic that leads inevitably either to insatiability, disappointment, and frustration or to gratification, repetition, satiation and boredom. Needless to say in a limited economy the former course is more likely than the latter, which is a course of experience limited to the affluent. Both courses have this in common: meaninglessness. This argument has been developed powerfully by Plato in the *Gorgias* and reiterated by Aristotle, by Epictetus, by the Stoics, by Kant, by Kierkegaard, and by many contemporary philosophers. This old ethic has been refuted so many times that it ought to be of interest only to archaeologists.

But on television it has risen again: television asserts that meaning can be derived from a life of pleasure. Moreover, in the name of democracy television will not discriminate between pleasures. If anyone doubts that racism can be pleasurable, consider Archie Bunker. In my opinion, Archie Bunker has done more to undermine the effects of the Civil Rights Movement of the 60's than any other single factor. I have heard all I care to hear of that sophisticated and, in my judgment, over sophisticated argument, that by showing Archie just as he is, we hold Archie up to ridicule and contempt. This view ignores the fact that Archie Bunker is a national hero. Archie Bunker has given voice and visibility and considerable respectability to all the Archie Bunkers throughout this country and the show has increased this number. Television has presented the nation a lovable racist. Alf Garnett, the English original of Archie Bunker, is an unambiguously revolting character. In the process of translation into the American idiom of cultural realtivism, the crucial moral discrimination made by the BBC became totally blurred.

Between 1960 and 1968, Lyndon Johnson became thoroughly ashamed of the racism that existed in this country and that existed in him personally. This shame and outrage was articulated effectively by President Johnson from the White House, and given legislative expression through a series of Civil Rights bills. It was a period during which most of us became aware, some for the first time, that there were elements of racism in our attitudes. And we were ashamed. Then along comes Archie Bunker, and the expressions "Kike" and "Nigger" and "Polack" are all back in style. If somebody argues that that is an improvement because this means we are more honest, one should remem-

ber that honesty is not the only virtue. Hypocrisy, at times, may be superior. A man who fakes a decent attitude toward the races and expresses his hypocrisy through consistent behavior is a vast improvement over a sincere racist. Hypocrisy, in disguising and suppressing one's racism, may be the first step toward overcoming it. After all, Rochefoucauld was not completely wrong when he said "hypocrisy is the homage vice pays to virtue." Possibly the country was more virtuous when it was ashamed of its racism than it is now when it has learned to be amused by it.

Television, unfortunately, without the pretense of hypocrisy, pays little or no homage to virtue. Violence, racism, and all the deadly vices are unashamedly endorsed on television as long as they give pleasure. Even overeating can be made pleasurable: this is the province of Alka-Seltzer. A self-respecting Roman after overeating at a banquet would quietly excuse himself, go outside and vomit. But the American public is encouraged to retain excess and achieve a queasy stabilization with Rolaids.

What are the consequences of television in our children? They know that violence is commonplace along with seeking sexual gratification in any possible position or location or from any possible object. Seeking pleasure under any circumstances is commonplace. They know it is un-American to have anything less than too much. What happens to a generation reared this way? People graduate from this school of moral and ethical teaching believing it right to get whatever they want as long as it gives pleasure.

If America is to have a future as a civilized nation, it must recognize that the content of television programs should be subjected to scrutiny. I do not propose political censorship, but some serious moral and educational guidance. Television advertising should be handled in this country as it is in Europe. There it is presented in magazines, that is, blocks of 15 to 30 minutes during which anyone who wants to watch advertising may. The advertisers in Europe, particularly in Germany, have become remarkably clever at being interesting, often so interesting that millions of people actually watch the advertisements. But one is not forced to watch the advertisements in order to watch the programs.

In the United States, our government recognizes that the radio and television frequencies are a national asset; hence, it licenses television along with other national resources. The Federal Government, through

its licensing power, can regulate advertising for sound
without engaging in thought control. It can even insur
children will be able to enjoy television without th
escapable intrusion of moral instruction that would be
content and implication were recognized. We all recog
shout "Fire" in a crowded theatre. The continual p
coarsest variety of pleasure-seeking as a steady diet fro
to maturity is far more dangerous than shouting "Fi

Insatiability is the natural consequence of being tol
only a right to seek pleasure, but a right to expect it.
to what one can desire. Desires are unlimited, but
Insatiability is the consequence. With insatiability
With discontent comes restlessness.

It should be hardly surprising that violence has inc
twenty years. Many thoughtful individuals predicted it
authorities shook off the predictions by insisting that
proved in advance. In 1960, Joseph Klapper summari
number of psychologists and psychiatrists:

> The sheer quantity of exposure to the adult wo
> they felt, might unnaturally accelerate the im
> adult environment upon the child, leading him
> "premature and superficial maturity." A noddi
> tance with the adult world might be mistaken
> for real knowledge and might render less urgent
> real understanding of people and their problem
> danger, the psychologists analysts proposed, lay
> tinual exposure of children to portrayal of adu
> and personal conflicts. Such repeated portrayals
> tribute to a distorted view of adulthood on the
> child.[8]

It seems to me that the events on the college campu
strated the accuracy of this prediction. There is ce
adults, and a superficial approach to adult problems.
to the President's office, one does not change foreign p
The failure to discover the misplaced nexus of cause

[8]Joseph T. Klapper, *The Effects of Mass Communication*, Glenco

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A self-respecting Roman after overeating at a banquet would
excuse himself, go outside and vomit. But the American public
uraged to retain excess and achieve a queasy stabilization with

are the consequences of television in our children? They know
lence is commonplace along with seeking sexual gratification in
sible position or location or from any possible object. Seeking
under any circumstances is commonplace. They know it is un-
n to have anything less than too much. What happens to a gen-
reared this way? People graduate from this school of moral and
eaching believing it right to get whatever they want as long as
pleasure.

nerica is to have a future as a civilized nation, it must recognize
content of television programs should be subjected to scrutiny.
propose political censorship, but some serious moral and edu-
guidance. Television advertising should be handled in this
as it is in Europe. There it is presented in magazines, that is,
of 15 to 30 minutes during which anyone who wants to watch
ing may. The advertisers in Europe, particularly in Germany,
come remarkably clever at being interesting, often so interesting
llions of people actually watch the advertisements. But one is
ed to watch the advertisements in order to watch the programs.

United States, our government recognizes that the radio and
on frequencies are a national asset; hence, it licenses television
ith other national resources. The Federal Government, through

its licensing power, can regulate advertising for sound national purposes without engaging in thought control. It can even insure that parents and children will be able to enjoy television without the endless and inescapable intrusion of moral instruction that would be rejected if its true content and implication were recognized. We all recognize that you can't shout "Fire" in a crowded theatre. The continual presentation of the coarsest variety of pleasure-seeking as a steady diet from age two or three to maturity is far more dangerous than shouting "Fire."

Insatiability is the natural consequence of being told that one has not only a right to seek pleasure, but a right to expect it. There is no limit to what one can desire. Desires are unlimited, but fulfillment is not. Insatiability is the consequence. With insatiability comes discontent. With discontent comes restlessness.

It should be hardly surprising that violence has increased in the last twenty years. Many thoughtful individuals predicted it, but the television authorities shook off the predictions by insisting that they hadn't been proved in advance. In 1960, Joseph Klapper summarized the views of a number of psychologists and psychiatrists:

> The sheer quantity of exposure to the adult world of TV, they felt, might unnaturally accelerate the impact of the adult environment upon the child, leading him to a kind of "premature and superficial maturity." A nodding acquaintance with the adult world might be mistaken by the child for real knowledge and might render less urgent his quest for real understanding of people and their problems. A second danger, the psychologists analysts proposed, lay in the continual exposure of children to portrayal of adults in social and personal conflicts. Such repeated portrayals might contribute to a distorted view of adulthood on the part of the child.[8]

It seems to me that the events on the college campus in 1968 demonstrated the accuracy of this prediction. There is certainly distrust of adults, and a superficial approach to adult problems. When one sets fire to the President's office, one does not change foreign policy in Vietnam. The failure to discover the misplaced nexus of cause and effect in this

[8]Joseph T. Klapper, *The Effects of Mass Communication*, Glencoe, 1960, p. 213.

regard is a mark of profound immaturity, and an unwillingness to become an adult. Nor can there be any real doubt that there is a close connection between the suddenness and the increase of sadistic crimes and the new vogue of sadism among the mass media of entertainment. We face the situation that Mark Anthony prophesied when, standing over Caesar's dead body, he said:

> Blood and destruction shall be so in use
> And dreadful objects so familiar
> That mothers shall but smile when they behold
> Their infants quartered with the hands of war,
> All pity chok'd with custom of fell deeds.

To talk about television **causing** delinquency, of course, is to reveal an appalling simple-mindedness with regard to causal factors in human behavior. Nobody can talk about A causing B in human affairs. A very powerful father may crush a child; but on the other hand, he may stimulate the child to vigorous activity on his own and a premature independence. Dostoevski and Kierkegaard have argued that nearly all psychological principles are dialectical; that is, they can act in opposite directions. Human motivation is so highly complex; nobody ought to be looking at the television set to find one true cause of delinquency. Rather, one ought to think about the total mental equipment of children after ten or fifteen years of television exposure. What happens when o memories are loaded with violent crimes? These are not stylized crimes of the westerns, in which the Lone Ranger is shot at 145 times but never hit while he shoots back once and kills six people. The lack of realism in the older westerns says to children: "Once Upon a Time." But this is not true of the violent fare on television. If we examine that content along with the message of the advertising, how can we fail to see what it does to the perception and motivation of children? No conference or national program on parental and early childhood education can ignore the central problem of television.

Our concern with television must involve more than the prevention of its abuse. We must encourage its use. We do not need to engage in further speculative research in order to know that television can be used for education as easily as for miseducation. There is high promise in such programs as *Sesame Street* and *The Electric Company*. With imagination and energy it should be possible to use television to teach basic nutrition no less than basic literacy.

VI

Some Alternatives

If we are to begin to deal effectively with the problems discussing, we need to develop a program of alternatives. T perhaps be three stages:

The first stage would involve planning grants associating universities and some community organizations. Within a months the planners would prepare a major pilot progra substantial amount of money, which would in two or three recommendations for a national program of early childhood education. The pilot program would resist the temptation to it would be a program of delivery, developing national alter comparatively testing their efficacy. After three or fou implementation of a national program should be underway. is difficult to estimate but it might well be as much as $6 bi This seems like a lot of money until one begins to think o spent in other areas of government, and the ways in whic might be recovered by preventing the social dysfunctions w billions to "correct."

Six billion dollars annually is probably a modest esti minimal national program likely to have an impact: a full program in this area might include not merely preschool also children up to 13 years of age and not merely children fr but also the children of the working class. That total pro cost as much as $25 billion, but this would still be a relative portion of the HEW budget or the military budget. It may, n the very corrective that this society requires in order to sur well. Consequently, it may be as necessary to the national welfare as any other program.

If it seems totally unrealistic that America would spend a year on this purpose, we should recognize the price we pa Crime against property and business has been estimated by *and World Report* at in excess of $20 billion a year; organized crime another $37 billion; other crimes $9 billion;

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VI

Some Alternatives

If we are to begin to deal effectively with the problems I have been discussing, we need to develop a program of alternatives. There should perhaps be three stages:

The first stage would involve planning grants associating two or three universities and some community organizations. Within a year to 18 months the planners would prepare a major pilot program costing a substantial amount of money, which would in two or three years yield recommendations for a national program of early childhood and parental education. The pilot program would resist the temptation to investigate; it would be a program of delivery, developing national alternatives, and comparatively testing their efficacy. After three or four years, the implementation of a national program should be underway. The full cost is difficult to estimate but it might well be as much as $6 billion a year. This seems like a lot of money until one begins to think of the money spent in other areas of government, and the ways in which $6 billion might be recovered by preventing the social dysfunctions we now spend billions to "correct."

Six billion dollars annually is probably a modest estimate for the minimal national program likely to have an impact: a fully developed program in this area might include not merely preschool children but also children up to 13 years of age and not merely children from the slums but also the children of the working class. That total program might cost as much as $25 billion, but this would still be a relatively negligible portion of the HEW budget or the military budget. It may, moreover, be the very corrective that this society requires in order to survive and live well. Consequently, it may be as necessary to the national defense and welfare as any other program.

If it seems totally unrealistic that America would spend $25 billion a year on this purpose, we should recognize the price we pay for crime. Crime against property and business has been estimated by *U.S. News and World Report* at in excess of $20 billion a year; the total by organized crime another $37 billion; other crimes $9 billion; law enforce-

ment costs $14.5 billion; private crime fighting costs $6 billion; or a total of nearly $89 billion! A very small reduction in the crime rate could result in a substantial saving: perhaps as much as from $10 to $20 billion could be saved simply in the reduction of the incidence of crime, as persons who were not denied equal opportunity found it possible to live in this society in less antisocial ways. The prison population could be substantially reduced with substantial reduction in costs, and persons now on welfare could be given gainful employment in day care centers.

One of the problems to be faced in developing a program like this is to recognize the policy issues involved in it. The day care center, it seems to me, is going to become a continuing and increasingly important feature of American life and if we do not turn it to effective educational purpose, indeed, to maximal educational purpose, we will encourage a great waste. The maximizing of its educational effectiveness by the most pragmatic and effective ways possible transcends, moreover, the narrow interests of our various constituencies.

We also have to recognize that the development of early childhood and parental education must affect the status of women: the status of women as mothers and their status as members of the labor force. Many of them may be employed effectively as teachers in day care programs or in a variety of ways associated with day care. But they must also be involved as students of more effective parenthood. They must be able to assume responsibilities as members of the labor force while continuing to be effective mothers.

We must also carefully and sensitively integrate early childhood education with the existing primary and secondary schools. In 1960 the number of live births in the United States was 4.3 million and in 1974 it was down to 3.1 million. That decline is highly important to all teachers, for it represents the opening up of a large number of vacancies in primary education. The development of early childhood education is a national opportunity to take well-trained but unemployed persons who, with a minimum of retraining, can be put to work educating children at younger and younger ages. In this way, we can avoid the unemployment of primary school teachers and of secondary school teachers by assigning them to additional grades of instruction. In the absence of the church and the absence of the home as effective educational institutions, the utilization of these well-trained individuals in such a national program will represent a national saving of enormous consequence. If these teachers are given this alternative employment, the result will be a reduction in

the welfare budget and an increase in tax revenues.

All of these factors combined could introduce substa
the cost of the total program. But even if the ultim
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$17 billion on pets. If we can spend such vast sums
we can surely afford a necessity like early childh
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of motivation, lack of direction and despair. This cou
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The bicentennial should commemorate a rediscovery
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All of these factors combined could introduce substantial reductions in the cost of the total program. But even if the ultimate cost were $25 billion, it should be compared to the $94 billion defense budget and the $144 billion HEW budget. I would even give a far greater priority to primary education and to preschool and parental education than to higher education, even though I speak to you as the president of an institution that is seeking national support for higher education. I am not going to defend my turf. It is better to prevent malnutrition and gratuitous retardation than to turn the universities and colleges of America into remedial organizations.

Even if the $25 billion estimated cost is non-recoverable, we must compare the value of our program with other activities and items on which we spend enormous sums. For example, we now spend $30 billion a year on liquor, $14.5 billion a year on tobacco, $12 billion on drugs, $17 billion on pets. If we can spend such vast sums on these luxuries, we can surely afford a necessity like early childhood and parental education.

We must also face the fact that the national problem transcends the pathology of poverty. Most Americans and particularly most young people recognize the second weakness of hedonism, its boredom. One is told that pleasure gives meaning in life so one tries an ice cream cone and finds it good. So one tries another and it is pretty good too. But eventually, it is tiresome. What are the consequences? Indigestion or boredom. Hedonism totally fails in giving meaning to one's existence because the "meaning" of pleasure is always trapped within one's self. Meaning in one's life requires transcendence; one must identify himself with the world. One must play a part in the lives of others, in the life of his community, in the life of his race, in the life of his country.

The nation, moreover, wallows in meaninglessness as long as it finds its purpose in aimless pleasure-seeking. Our country and our people must unite in the pursuit of transcendent goals that justify and give meaning to our national life. Otherwise, our country will drift in its present lack of motivation, lack of direction and despair. This country is called to a higher purpose. That higher purpose is well-documented in those writings and events whose 200th anniversary we are now celebrating. The bicentennial should commemorate a rediscovery in America of its dedication to equal opportunity and the determination to give meaning

to the glorious purposes of the Declaration of Independence and the Constitution. We must establish an educational program in this country that gives reality and substance to these high purposes. We have the need; we have the knowledge; we have the ability. All that is lacking is the leadership.

APPENDIX G

Conference Officials and Facilitators

Honorary National Chairman

Dr. Terrel H. Bell, Commissioner of Education

National Chairman

Dr. Leon P. Minear, Regional Commissioner, U.S. Office of Education, Denver, Colorado

Conference Coordinator

Dr. Edward B.Larsh, U.S.Office of Education,Denver, Colorado

Steering Committee

Chairman: Dr. H. John Runkel, Assistant Regional Commissioner for School Systems, U.S. Office of Education Denver, Colorado

Dr. Mildred Bebell, Director, McClelland Center for Child Study, Pueblo, Colorado

Ms. Nancy Gain, Education Commission of the States, Denver, Colorado

Ms. Ann Campbell, U.S. Office of Education, Denver, Colorado

Mr. Henry A. Fontaine, Jr., Senior Library Program Officer, U.S. Office of Education, Denver, Colorado

Dr. D. Bruce Gardner, President, National Association for Education of Young Children, Denver, Colo.

Dr. Rulon R. Garfield, Regional Director, U.S. Department of Health, Education and Welfare, Denver, Colorado

Dr. Beverly Gunst, ACEI, Denver, Colorado

Dr. Gene Hensley, Interim Director of Elementary & Secondary Education Services, Education Commission of the States, Denver, Colorado

Ms. Velma K. James, Education Program Sp
U.S. Office of Education, Division of Educ
the Disadvantaged, Washington, D.C.

Dr. Edith W. King, University of Denver, Denver, Colorado

Mr. Irwin Kirk, Assistant to the Regional
sioner, U.S. Office of Education, Denver,

Ms. Oralie McAfee, Education Commissi
States, Denver, Colorado

Mr. Kenneth G. McClellan, Director of Ear
hood, Salt Lake City, Utah

Mr. James McLaughlin, Executive Offic
Office of Education, Denver, Colorado

Dr. Roy B. Minnis, Senior Program Offic
Education, U.S. Office of Education, Denv

Mrs. Janetta Nolan, Early Childhood Co
Department of Education, California

Dr. Wendell Pierce, Executive Director, Education Commission of the States, Denver, Colorado

Dr. William F. Pierce, Deputy Comm
Bureau of Occupational & Adult Educati
Office of Education, Washington, D.C.

Mrs. Virginia R.L. Plunkett, Colorado Depa
Education, Denver, Colorado

Dr. John R. Rodriguez, Associate Commis
Compensatory Education Programs, U.S.
Education, Washington, D.C.

Ms. Teresa Salazar, Education Commissi
States, Denver, Colorado

Mr. LeRoy Swenson, Assistant Regional
sioner for Occupational & Adult Educati
Office of Education, Denver, Colorado

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Ms. Oralie McAfee, Education Commission of the States, Denver, Colorado

Mr. Kenneth G. McClellan, Director of Early Childhood, Salt Lake City, Utah

Mr. James McLaughlin, Executive Officer, U.S. Office of Education, Denver, Colorado

Dr. Roy B. Minnis, Senior Program Officer, Adult Education, U.S. Office of Education, Denver, Colo.

Mrs. Janetta Nolan, Early Childhood Consultant, Department of Education, California

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Mrs. Virginia R.L. Plunkett, Colorado Department of Education, Denver, Colorado

Dr. John R. Rodriguez, Associate Commissioner for Compensatory Education Programs, U.S. Office of Education, Washington, D.C.

Ms. Teresa Salazar, Education Commission of the States, Denver, Colorado

Mr. LeRoy Swenson, Assistant Regional Commissioner for Occupational & Adult Education, U.S. Office of Education, Denver, Colorado

Dr. Robert R. Wheeler, Deputy Commissioner, Bureau of School Systems, U.S. Office of Education, Washington, D.C.

Planning & Work Committee

Chairman: Dr. Edward B. Larsh, Conference Coordinator, U.S. Office of Education, Denver, Colorado

Ms. Linda Hensley, Secretary, U.S. Office of Education, Denver, Colorado

Ms. Cheryl Mangels, Workshop & Program, Metro State College, Denver, Colorado

Mr. James McLaughlin, Executive Officer, U.S. Office of Education, Denver, Colorado

Dr. Leon P. Minear, Regional Commissioner, U.S. Office of Education, Denver, Colorado

Dr. Thomas E. Moorefield, Assistant to the Regional Commissioner, Denver, Colorado

Ms. Joan Rowe, Administrative Assistant, U.S. Office of Education, Denver, Colorado

Dr. H. John Runkel, Assistant Regional Commissioner for School Systems, U.S. Office of Education, Denver, Colorado

Mr. Bill J. Saling, Assistant Conference Coordinator, Metro State College, Denver, Colorado

Ms. Stephanie S. Sherberg, Secretary to the Regional Commissioner, U.S. Office of Education, Denver, Colorado

Ms. Norma Tabor, Registration & Special Arrangements, Metro State College, Denver, Colorado

Ms. Holly Tancred, Exhibits & Audiovisual, Metro State College, Denver, Colorado

Ms. Eileen I. Turner, Secretary, U.S. Office of Education, Denver, Colorado

Official Photographers for the Conference

Ms. Dianna Hayman, Boulder, Colorado

Mr. Robert Radford, U.S. Office of Educat
Seattle, Washington

APPENDIX H

Workshop Schedule and Program Participants

Monday, May 5, 1975

1. Platte Canyon School District Early Learning Program
   Presenters: Ms. Harriet Parker Becker,
   Program Coordinator
   Ms. Mary V. Wegrzyn,
   Program Specialist

2. "Good Programming for Young Children"
   Presenter: Dr. Lucile Lindberg, Owens College University
   The City of New York, Flushing, New York,

3. "The Education of Young Handicapped Children"
   Presenter: Dr. Anne W. Carroll, Asst. Dean, College of
   Liberal Arts, University of Denver,
   Denver, Colorado

4. "Early Childhood Development: Alternatives for Program Implementation in the States"
   Presenter: Mr. John B. Himelrick, Director, Inter-Agency
   Council for Child Development Services, Office
   of the Governor, Capitol Complex,
   Charleston, West Virginia
   Panel: Representatives of National Association
   of State Directors of Child Development

5. "Cultural Pluralism—A Necessary Concept for Parents and Children"
   Presenters: Dr. Edith W. King, Professor of Education
   Sociology, University of Denver;
   Dr. Joe Stevens, Assoc. Professor of Early
   Childhood Education, Georgia State University;
   Mr. Sam Harris, Doctoral Candidate, University

of Denver and
Kindergarten Teacher, Westwood E
School, Denver Public Schools

6. "Project Developmental Continuity: Issues in Br
   Gaps in Services to Children"
   Moderator: Oralee McAfee
   Presenters: Dr. Jenny Klein, Senior Education
   Office of Child Development, U.S.
   Health, Education and Welfare;
   Dr. M. Donald Thomas, Superint
   Schools, Salt Lake City, Utah

7. "Parents and the Developing Child"
   Presenter: Dr. Brent Gubler, Utah State Board of E
   Salt Lake City, Utah

8. "Necessary Commitments"
   Presenter: Dr. Bettye M. Caldwell, Director,
   Early Development and Education, Un
   Arkansas at Little Rock, Arkansas

9. "Creative Approaches to Early Childhood Educat
   Presenters: Dr. Mildred Bevell, Director, McClell
   for Child Study, Pueblo, Colorado;
   Mrs. Mary Spence, Head, Reading De
   Southern Colorado State College, Pueb
   Mrs. Sonia McFarland, Director, Shin
   Mountains Montessori Pre-School, Pueb

10. "Encouraging Parent/Child Early Childhood Ac
    Low-Income Families"
    Presenters: Nancy A. Graham, Developer and Dire
    National Urban Coalition Right to Rea
    currently serving as Senior Consultant
    Education to the National Urban
    Cambridge, Massachusetts;
    Mrs. Jane A. Larsh, Right to Read Co
    Colorado Dept. of Education, Denver,
    —Facilitator

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Mr. Sam Harris, Doctoral Candidate, University

of Denver and
Kindergarten Teacher, Westwood Elementary School, Denver Public Schools

6. "Project Developmental Continuity: Issues in Bridging the Gaps in Services to Children"

   Moderator: Oralee McAfee

   Presenters: Dr. Jenny Klein, Senior Education Specialist, Office of Child Development, U.S. Dept. of Health, Education and Welfare;
   Dr. M. Donald Thomas, Superintendent of Schools, Salt Lake City, Utah

7. "Parents and the Developing Child"

   Presenter: Dr. Brent Gubler, Utah State Board of Education, Salt Lake City, Utah

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   Mrs. Sonia McFarland, Director, Shining Mountains Montessori Pre-School, Pueblo, Colo.

10. "Encouraging Parent/Child Early Childhood Activities in Low-Income Families"

    Presenters: Nancy A. Graham, Developer and Director of the National Urban Coalition Right to Read Project, currently serving as Senior Consultant in Urban Education to the National Urban Coalition, Cambridge, Massachusetts;
    Mrs. Jane A. Larsh, Right to Read Coordinator Colorado Dept. of Education, Denver, Colorado
    —Facilitator

11. "How Do You Really Feel About Parent Involvement?"
    Presenter: Dr. Jerold P. Bauch, Associate Professor of Early Childhood Education, George Peabody College for Teachers, Nashville, Tennessee

12. "Early Childhood Education in the U.S. Today"
    Presenter: Dr. Lilian Katz, Director of the Educational Resources Information Center/Early Childhood Education, University of Illinois at Urbana, Ill.

Tuesday, May 6, 1975

1. "Home Start"
   Presenter: Dr. Jim Gage, Director of Home Start, Office of Child Development, Washington, D.C.

2. "Get Set", A Philadelphia Day Care Program
   Presenter: Mr. Bertram H. Snead, Director
   Miss Rosemary D. Mazzatenta, Asst. Director
   School Dist. of Philadelphia, Philadelphia, Pa.

3. "Flexible Learning System—A Competency-Based Training Program for Early Childhood Educators"
   Presenter: Dr. Masako Tanaka, Assoc. Laboratory Director
   Mrs. Margaret Robinson, Trainer-Developer
   Far West Laboratory for Educational Research and Development, San Francisco, California

4. "Bilingual Early Childhood/Kindergarten"
   Presenter: Nikki Blankenship, Suzanne Rodriguez, Rebeca Zuniga, Southwest Educational Development Laboratory, Austin, Texas

   "Multimedia Approaches to Teaching Parenting Skills"
   Presenter: Joyce Evans and Joyce Coleman
   Southwest Educational Development Laboratory
   Austin, Texas

5. "An Introduction to the Education for Parenthood Program"
   Presenter: Ms. E. Dollie Wolverton, Program Planning Specialist, Children's Bureau, Office of Child Development, Washington, D.C.

Mr. Thomas Fitzgerald, Regio
tor, "Exploring Childhood,"
opment Center, Cambridge, M
Students and Teachers from
School, Jefferson County; Ra
Westminster School District;
and Colorado Academy

6. "What Dr. Spock Didn't Say"
   Presenter: Dr. M. Donald Thomas, Su
   Lake City Schools
   Ms. Dee Edwards, Salt Lake

7. "Toward Parental Competence"
   The Home-School Based Early Childhood
   Kenneth G. McClellan, Dir. of Early Chil
   Granire School District, Salt Lake City,
   Gerald Spanos, Assistant Director, Salt Lak
   Joyce Costa, Assistant Directo
   Carolyn Herron, Parent & Fami
   Supervisor, Los Angeles
   Evelyn Pickarts, Author, Paren
   Consultant
   Jane Fellman, Project Teacher
   Neil Mendelson, Project Teach
   Anne Panush, Project Teacher
   Maxine Young, Project Teache

8. "Early Screening, Diagnosis and Treatmen
   Children"
   Presenter: Dr. William Frankenburg, Univ
   Medical Center, Denver, C
   Dr. Keith Weikel, Commission
   Services Administration, D
   Social Rehabilitation, Was

9. "Appalachian Home Oriented Preschool E
   Program"
   Presenter: Dr. Roy W. Alford, Associate D
   of Early Childhood Educati
   Educational Laboratory, Inc.,
   Charleston, West Virginia

1. "How Do You Really Feel About Parent Involvement?"
   Presenter: Dr. Jerold P. Bauch, Associate Professor of Early Childhood Education, George Peabody College for Teachers, Nashville, Tennessee

2. "Early Childhood Education in the U.S. Today"
   Presenter: Dr. Lilian Katz, Director of the Educational Resources Information Center/Early Childhood Education, University of Illinois at Urbana, Ill.

ay, May 6, 1975

1. "Home Start"
   Presenter: Dr. Jim Gage, Director of Home Start, Office of Child Development, Washington, D.C.

2. "Get Set", A Philadelphia Day Care Program
   Presenter: Mr. Bertram H. Snead, Director
   Miss Rosemary D. Mazzatenta, Asst. Director
   School Dist. of Philadelphia, Philadelphia, Pa.

3. "Flexible Learning System—A Competency-Based Training Program for Early Childhood Educators"
   Presenter: Dr. Masako Tanaka, Assoc. Laboratory Director
   Mrs. Margaret Robinson, Trainer-Developer
   Far West Laboratory for Educational Research and Development, San Francisco, California

4. "Bilingual Early Childhood/Kindergarten"
   Presenter: Nikki Blankenship, Suzanne Rodriguez, Rebeca Zuniga, Southwest Educational Development Laboratory, Austin, Texas

   "Multimedia Approaches to Teaching Parenting Skills"
   Presenter: Joyce Evans and Joyce Coleman
   Southwest Educational Development Laboratory
   Austin, Texas

5. "An Introduction to the Education for Parenthood Program"
   Presenter: Ms. E. Dollie Wolverton, Program Planning Specialist, Children's Bureau, Office of Child Development, Washington, D.C.

   Mr. Thomas Fitzgerald, Regional Field Coordinator, "Exploring Childhood," Education Development Center, Cambridge, Massachusetts

   Students and Teachers from Bear Creek High School, Jefferson County; Ranum High School, Westminster School District;
   and Colorado Academy

6. "What Dr. Spock Didn't Say"
   Presenter: Dr. M. Donald Thomas, Superintendent, Salt Lake City Schools
   Ms. Dee Edwards, Salt Lake City, Utah

7. "Toward Parental Competence"
   The Home-School Based Early Childhood Education Project
   Kenneth G. McClellan, Dir. of Early Childhood,
   Granire School District, Salt Lake City, Utah,
   Gerald Spanos, Assistant Director, Salt Lake City,

   Joyce Costa, Assistant Director, Los Angeles
   Carolyn Herron, Parent & Family Life Education Supervisor, Los Angeles
   Evelyn Pickarts, Author, Parent Education Consultant
   Jane Fellman, Project Teacher
   Neil Mendelson, Project Teacher
   Anne Panush, Project Teacher
   Maxine Young, Project Teacher

8. "Early Screening, Diagnosis and Treatment of Handicapped Children"
   Presenter: Dr. William Frankenburg, University of Colorado Medical Center, Denver, Colorado
   Dr. Keith Weikel, Commissioner, Medical Services Administration, Department of Social Rehabilitation, Washington, D.C.

9. "Appalachian Home Oriented Preschool Education Program"
   Presenter: Dr. Roy W. Alford, Associate Director, Division of Early Childhood Education, Appalachia Educational Laboratory, Inc.,
   Charleston, West Virginia

10. "Parent and Child Toy Learning Classes"

    Presenter: Ms. Dora Anne Von Vihl, Coordinator, Adult Homemaking Department of the Emily Griffith Opportunity School, Denver, Colo.
    Ms. Brenda Loveridge, SEMBECS, Denver, Colo.

11. "The Jefferson County Public Schools Program"

    Presenter: Betty Benjamin, Early Childhood Education Coordinator
    Carol Pedicine, Instructional Assistant
    Jan Parish, Kindergarten Resource Teacher
    Early Childhood Education Staff, Jefferson County Public Schools, Lakewood, Colo.

12. "An Innovative Model for Community and Parent Involvement"

    Presenter: Dr. William Gingold, Fargo, North Dakota

13. "Infant Stimulation Workshop: Tentative Proposal"

    Presenter: Dr. David Weikart, Director of High Scope Educational Research Foundation, Ypsilanti, Michigan
    Dr. Toni Linder, Children's Program Director, Adams County Center for Retarded and Seriously Handicapped, Inc., Denver, Colorado

14. "Parenting"

    Presenter: Dr. Brent H. Gubler, Coordinator, General Adult Education, Utah State Board of Education
    Eileen Rencher, Home Economist

15. "Strategies Which Use the Adult Education Delivery System for Parent Education"

    Presenter: Dr. Gary Eyre, Executive Director, National Advisory Council on Adult Education

16. "Parents Becoming More Child-Centered"

    Presenters: Dr. Ralph W. Colvin, American Board of Professional Psychology, Diplomate in Clinical Psychology, Conway, Arkansas
    Mrs. Beverly English

17. "Look Ma! I'm Dancing"

    Presenter: Mr. Ken Waters, Eagle Elementary S
    Eagle, Colorado
    Ms. Elaine Folk, Artists in Classroo
    Dr. Judith Wray, Colorado Art Coun

18. "Project Prepare"

    Presenters: Mr. Dave Keltz, Acting Director, Technical Center, Butte, Montan
    Mr. Pat Harstead, Project Coordina Public Schools
    Ms. Carlin Good, Director, Right-to-Re Rock Springs, Wyoming

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r: Ms. Dora Anne Von Vihl, Coordinator, Adult Homemaking Department of the Emily Griffith Opportunity School, Denver, Colo.
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Mrs. Beverly English

17. "Look Ma! I'm Dancing"

Presenter: Mr. Ken Waters, Eagle Elementary School, Eagle, Colorado
Ms. Elaine Folk, Artists in Classrooms—Music
Dr. Judith Wray, Colorado Art Council

18. "Project Prepare"

Presenters: Mr. Dave Keltz, Acting Director, Vocational Technical Center, Butte, Montana
Mr. Pat Harstead, Project Coordinator, Butte Public Schools
Ms. Carlin Good, Director, Right-to-Read Project, Rock Springs, Wyoming

Tuesday, May 6, 1975—Role Alike Workshops

1. Role Alike Workshop for Chief State School Officers and Other Individuals From State Departments of Education

   Presenters: Dr. Byron W. Hansford (Chairman) Executive Secretary, Council of Chief State School Officers

   Dr. Kenneth H. Hansen, Superintendent of Public Instruction, Nevada State Dept. of Education

   Dr. Kenneth C. Madden, Supt. of Public Instruction, Delaware State Department of Public Instruction

   Dr. Marlin L. Brockette, Commissioner of Education, Texas Education Agency

2. Role Alike Workshop for Legislators

   Presenters: Dr. Wencell H. Pierce (Chairman) Executive Director, Education Commission of the States

   Dr. Gene Hensley, Interim Director, Department of Elementary/Secondary Education Services, Education Commission of the States

   The Honorable Gilbert Bursley, State Senator, Ann Arbor, Michigan

3. Role Alike Workshop for State Board of Education Members

   Presenter: Mr. Robert H. McBride, President, National Association of State Boards of Education, Wilmington, Delaware

4. Role Alike Workshop for Local School Board Members

   Presenters: Dr. Jeremiah Floyd (Chairman), Director of Urban and Minority Affairs, National School Boards Association

   Mrs. Blanche Brewster, Assistant Superintendent, Elementary Division, Long Beach Unified School District, Long Beach, California

Mrs. Geneva Price, Center Dir
Hall Early Childhood Cen
School Dist. of Kansas C

Mrs. Fern Webster, Director o
Education Program,
School District of Kansas

5. Role Alike Workshop for Local School Ad

   Presenters: Mr. James R. Kirkpatrick (C
   Associate Director, Americ
   School Administrators

   Dr. Glenn Davis, Associate S
   Elementary Education,
   Department of Education

   Dr. Katherine Eisenberger, Pro
   Education, Hunter College

   Dr. Lee McMurrin, Deputy Su
   Toledo Public Schools

6. Role Alike Workshop for Adult Educators

   Presenters: Dr. Gary Eyre (Chairman), Ex
   Natl. Advisory Council on

   Dr. Brent Gubler, State Directo
   Education, Salt Lake City

   Mrs. Carlene Turman, Cons
   Advisory Council on Adul

   Members of the National Advi
   Adult Education will be present

7. Role Alike Workshop for Parents, Teacher

   Presenters: Dr. Franklin D. Cordell (Chair
   Department of Foundation
   University of Northern Co

   Dr. Wendell A. Osorno, Assoc
   chology, University of No

   Dr. Paul Phillips, Assistan
   Psychology, West Georgia

Tuesday, May 6, 1975—Role Alike Workshops

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   Dr. Gene Hensley, Interim Director, Department of Elementary/Secondary Education Services, Education Commission of the States
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   Mrs. Blanche Brewster, Assistant Superintendent, Elementary Division, Long Beach Unified School District, Long Beach, California

   Mrs. Geneva Price, Center Director of Treadway Hall Early Childhood Center, School Dist. of Kansas City, Missouri
   Mrs. Fern Webster, Director of Early Childhood Education Program, School District of Kansas City, Missouri

5. Role Alike Workshop for Local School Administrators

   Presenters: Mr. James R. Kirkpatrick (Chairman), Senior Associate Director, American Association of School Administrators
   Dr. Glenn Davis, Associate Superintendent for Elementary Education, California State Department of Education
   Dr. Katherine Eisenberger, Professor of Education, Hunter College
   Dr. Lee McMurrin, Deputy Superintendent, Toledo Public Schools

6. Role Alike Workshop for Adult Educators

   Presenters: Dr. Gary Eyre (Chairman), Executive Director, Natl. Advisory Council on Adult Education
   Dr. Brent Gubler, State Director of Adult Education, Salt Lake City, Utah
   Mrs. Carlene Turman, Consultant, National Advisory Council on Adult Education

   Members of the National Advisory Council on Adult Education will be present

7. Role Alike Workshop for Parents, Teachers, and Others

   Presenters: Dr. Franklin D. Cordell (Chairman), Chairman, Department of Foundations, University of Northern Colorado
   Dr. Wendell A. Osorno, Assoc. Professor of Psychology, University of Northern Colorado
   Dr. Paul Phillips, Assistant Professor of Psychology, West Georgia State College

Wednesday, May 7, 1975

Workshops on "Where Do We Go From Here?"
Led by Regional Commissioners of the U.S. Office of Education

1. Mr. William T. Logan, Jr., Regional Commissioner, Boston, Massachusetts
   States Included: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

2. Mr. Robert H. Seitzer, Regional Commissioner, New York, New York
   States Included: New York, New Jersey, Puerto Rico, Virgin Islands

3. Dr. Walker F. Agnew, Regional Commissioner, Philadelphia, Pennsylvania
   States Included: Delaware, Dist. of Columbia, Maryland, Pennsylvania, Virginia, West Virginia

4. Dr. Cecil L. Yarbrough, Regional Commissioner, Atlanta, Georgia
   States Included: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee

5. Mrs. Mary Jane Calais, Regional Commissioner, Chicago, Ill.
   States Included: Illinois, Indiana, Minnesota, Michigan, Ohio, Wisconsin

6. Mr. Edward Baca, Regional Commissioner, Dallas, Texas
   States Included: Arkansas, Louisiana, New Mexico, Oklahoma, Texas

7. Dr. Phillip Hefley, Regional Commissioner, Kansas City, Missouri
   States Included: Iowa, Kansas, Missouri, Nebraska

8. Dr. Leon P. Minear, Regional Commissioner, Denver, Colorado
   States Included: Colorado, Montana, North Dakota

South Dakota, Utah, Wyoming

9. Dr. Edward Aguirre, Regional Commissioner, San F
   California
   States Included: California, Arizona, Nevada, Guam, American Samoa, Trust

10. Mr. W. Phillips Rockefeller, Regional Commissio
    Seattle, Washington
    States Included: Alaska, Idaho, Oregon, Washi

Wednesday, May 7, 1975

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States Included: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

Mr. Robert H. Seitzer, Regional Commissioner, New York, New York
States Included: New York, New Jersey, Puerto Rico, Virgin Islands

Dr. Walker F. Agnew, Regional Commissioner, Philadelphia, Pennsylvania
States Included: Delaware, Dist. of Columbia, Maryland, Pennsylvania, Virginia, West Virginia

Dr. Cecil L. Yarbrough, Regional Commissioner, Atlanta, Georgia
States Included: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee

Mrs. Mary Jane Calais, Regional Commissioner, Chicago, Ill.
States Included: Illinois, Indiana, Minnesota, Michigan, Ohio, Wisconsin

Mr. Edward Baca, Regional Commissioner, Dallas, Texas
States Included: Arkansas, Louisiana, New Mexico, Oklahoma, Texas

Dr. Phillip Hefley, Regional Commissioner, Kansas City, Missouri
States Included: Iowa, Kansas, Missouri, Nebraska

Dr. Leon P. Minear, Regional Commissioner, Denver, Colorado
States Included: Colorado, Montana, North Dakota

South Dakota, Utah, Wyoming

9. Dr. Edward Aguirre, Regional Commissioner, San Francisco, California
States Included: California, Arizona, Nevada, Hawaii, Guam, American Samoa, Trust Territory

10. Mr. W. Phillips Rockefeller, Regional Commissioner, Seattle, Washington
States Included: Alaska, Idaho, Oregon, Washington

APPENDIX I

Conference Schedule And Program Participants

Monday, May 5, 1975

9:00 a.m. Introductions: Dr. Leon P. Minear, Regional Commissioner, U.S. Office of Education, Denver, Colorado;
Conference Chairperson

Welcome: Dr. Rulon R. Garfield, Regional Director, U.S. Department of Health, Education and Welfare, Denver, Colo.

Address: "Reassessing Our Educational Priorities,"
Dr. Burton White, Harvard University

9:45 a.m. "The Conference Design," Dr. Edward B. Larsh, Conference Coordinator, U.S. Office of Education, Denver, Colorado

10:15 a.m. Coffee Break

10:45 a.m. Workshop Session I—12 Workshops

12:00 Noon Luncheon

Chairperson: Dr. Wendell Pierce, Executive Director, Education Commission of the States

Remarks: Dr. Calvin Frazier, Commissioner of Education, Colorado State Department of Education

Address: "The State's Responsibility," The Honorable Arch Moore, Governor of West Virginia, and Chairman, Education Commission of the States

1:50 p.m. Workshop Session II—Repeat 12 W

3:20 p.m. Coffee Break

3:35 p.m. Chairperson: Dr. Leon P. Minear

Address: "The Parents' Role in Edu
Dr. Terrel H. Bell, U.S. Comm
of Education

4:00 p.m. Panel Discussion—Whose Ball Park

Dr. Terrel H. Bell, U.S. Commiss
Education; Mr. William McGuir
President, National Education Ass
Dr. Edwin W. Martin, Jr., Deputy C
sioner, Bureau of Education for the
capped, U.S. Office of Education, Wa
D.C.; Mr. Albert Shanker, President
can Federation of Teachers; Mr. W
Smith, Executive Director of the
Association for Child Development a
cation, Washington, D.C.; Mr. T
Taylor, Executive Director, Day C
Child Development Council; Dr.
Thomas, Assistant Secretary, Of
Human Development, Washington D
H. John Runkel, Assistant Regional C
sioner for School Systems, U.S. O
Education, Denver, Colorado - Mode

Tuesday, May 6, 1975

8:30 a.m. Chairperson: Dr. Cecil L. Yarbrough
Regional Commissioner, U.S. O
Education, Atlanta, Georgia

Address: "In Testimony for Collabor
Dr. Robert R. Wheeler, Deputy C
oner, Bureau of School Systems
Office of Education, Washingto

Introduction: Mr. LeRoy H. Swenso
Regional Commissioner for Occu
& Adult Education, U.S. O
Education, Denver, Colorado

APPENDIX I

ıce Schedule And Program Participants

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) a.m. Introductions: Dr. Leon P. Minear, Regional Commissioner, U.S. Office of Education, Denver, Colorado;
Conference Chairperson

Welcome: Dr. Rulon R. Garfield, Regional Director, U.S. Department of Health, Education and Welfare, Denver, Colo.

Address: "Reassessing Our Educational Priorities,"
Dr. Burton White, Harvard University

5 a.m. "The Conference Design," Dr. Edward B. Larsh, Conference Coordinator, U.S. Office of Education, Denver, Colorado

5 a.m. Coffee Break

5 a.m. Workshop Session I—12 Workshops

) Noon Luncheon

Chairperson: Dr. Wendell Pierce, Executive Director, Education Commission of the States

Remarks: Dr. Calvin Frazier, Commissioner of Education, Colorado State Department of Education

Address: "The State's Responsibility," The Honorable Arch Moore, Governor of West Virginia, and Chairman, Education Commission of the States

1:50 p.m. Workshop Session II—Repeat 12 Workshops

3:20 p.m. Coffee Break

3:35 p.m. Chairperson: Dr. Leon P. Minear

Address: "The Parents' Role in Education," Dr. Terrel H. Bell, U.S. Commissioner of Education

4:00 p.m. Panel Discussion—Whose Ball Park?

Dr. Terrel H. Bell, U.S. Commissioner of Education; Mr. William McGuire, Vice-President, National Education Association, Dr. Edwin W. Martin, Jr., Deputy Commissioner, Bureau of Education for the Handicapped, U.S. Office of Education, Washington D.C.; Mr. Albert Shanker, President, American Federation of Teachers; Mr. Wayne J. Smith, Executive Director of the National Association for Child Development and Education, Washington, D.C.; Mr. Theodore Taylor, Executive Director, Day Care and Child Development Council; Dr. Stanley Thomas, Assistant Secretary, Office of Human Development, Washington D.C.; Dr. H. John Runkel, Assistant Regional Commissioner for School Systems, U.S. Office of Education, Denver, Colorado - Moderator

Tuesday, May 6, 1975

8:30 a.m. Chairperson: Dr. Cecil L. Yarbrough, Regional Commissioner, U.S. Office of Education, Atlanta, Georgia

Address: "In Testimony for Collaboration," Dr. Robert R. Wheeler, Deputy Commisioner, Bureau of School Systems, U.S. Office of Education, Washington, D.C.

Introduction: Mr. LeRoy H. Swenson, Asst. Regional Commissioner for Occupational & Adult Education, U.S. Office of Education, Denver, Colorado

Address: "In Recognition of All The Talent"
Dr. William F. Pierce, Deputy Commissioner, Bureau of Occupational & Adult Education, U.S. Office of Education, Washington, D.C.

Reactor Panel:

Mr. Jack Shaffer, Director of Child Care and Development Division, Greater Los Angeles Community Action Agency, Dr. Alexander E. Sergienko, Superintendent of Schools, Tacoma, Washington

10:15 a.m. Coffee Break

10:30 a.m. Workshop Session III—18 Workshops

12:00 Noon Luncheon

Chairperson: Mrs. Mary Jane Calais, Regional Commissioner, U.S. Office of Education, Chicago, Illinois

Address: "Politics for Children"
Mr. Jule Sugarman, Chief Administrative Officer, Mayor's Office, Atlanta, Ga.

2:35 p.m. Workshop Session IV—Repeat 18 Workshops

4:05 p.m. Coffee Break

4:20 p.m. Workshop Session V—Role Alike Workshops

8:00 p.m. Chairperson: Dr. Edward Aguirre, Regional Commissioner, U.S. Office of Education, San Francisco, California

Address: "The California Picture"
Dr. Wilson Riles, Supt. of Public Instruction, Sacramento, California

Wednesday, May 7, 1975

8:30 a.m. Chairperson: Dr. Rulon R. Garfield

Greetings: The Honorable Richard D. Lamm, Governor of Colorado

Address: "Proposed Federal Legislation"

Dr. Gene Hensley, [illegible]
Elementary/Secondary
ces, Education Comm
and The Honorable
State Senator, Michig

10:00 a.m. Chairperson: Dr. John R. [illegible]
ate Commissioner
Educational Programs
Systems, U.S. Offi
Washington, D.C.

Address: "Charge for the [illegible]
Dr. John Silber, [illegible]
University

11:00 a.m. Workshop Session VI—"
From Here?"

"Purpose of Workshops
McLaughlin, Special
U.S. Commissioner
Department of Healt
Welfare, Washington,

Address: "In Recognition of All The Talent"
Dr. William F. Pierce, Deputy Commissioner, Bureau of Occupational & Adult Education, U.S. Office of Education, Washington, D.C.

Reactor Panel:

Mr. Jack Shaffer, Director of Child Care and Development Division, Greater Los Angeles Community Action Agency, Dr. Alexander E. Sergienko, Superintendent of Schools, Tacoma, Washington

10:15 a.m. Coffee Break

10:30 a.m. Workshop Session III—18 Workshops

12:00 Noon Luncheon

Chairperson: Mrs. Mary Jane Calais, Regional Commissioner, U.S. Office of Education, Chicago, Illinois

Address: "Politics for Children"
Mr. Jule Sugarman, Chief Administrative Officer, Mayor's Office, Atlanta, Ga.

2:35 p.m. Workshop Session IV—Repeat 18 Workshops

4:05 p.m. Coffee Break

4:20 p.m. Workshop Session V—Role Alike Workshops

8:00 p.m. Chairperson: Dr. Edward Aguirre, Regional Commissioner, U.S. Office of Education, San Francisco, California

Address: "The California Picture"
Dr. Wilson Riles, Supt. of Public Instruction, Sacramento, California

lnesday, May 7, 1975

8:30 a.m. Chairperson: Dr. Rulon R. Garfield

Greetings: The Honorable Richard D. Lamm, Governor of Colorado

Address: "Proposed Federal Legislation"

Dr. Gene Hensley, Interim Director of Elementary/Secondary Education Services, Education Commission of the States, and The Honorable Gilbert Bursley, State Senator, Michigan

10:00 a.m. Chairperson: Dr. John R. Rodriguez, Associate Commissioner for Compensatory Educational Programs, Bureau of School Systems, U.S. Office of Education, Washington, D.C.

Address: "Charge for the Future"
Dr. John Silber, President, Boston University

11:00 a.m. Workshop Session VI—"Where Do We Go From Here?"

"Purpose of Workshops," Mr. William McLaughlin, Special Assistant to the U.S. Commissioner of Education, Department of Health, Education, and Welfare, Washington, D.C.

APPENDIX J

Women's Caucus Report
Tuesday, May 6, 1975

Summary Statement

The primary concern of the Women's Caucus is the under-representation of women in the leadership of the large assembly conference meetings. This under-representation appears to reflect a lack of participation of women in the planning of this conference. Perhaps if more women had contributed to planning the conference, the other criticisms we have of the conference could have been avoided.

Statements of Criticism

As a parent, I feel like I'm the only parent here. I have been made to feel that being a parent is not important enough. I don't feel that the legitimacy of parenthood was affirmed at this conference.

What was the real purpose of the conference? There was a very high visibility of men; men who presented themselves in leadership roles and only incidentally as fathers. Perhaps the real purpose was best expressed by Commissioner Bell when he placed the emphasis on filling empty classrooms and providing jobs for unemployed teachers. Our fear is that just as parents have been lost at this conference, children will be lost with this approach.

One of the reasons to suspect that children will be lost is that there is no commonly agreed upon definition of early childhood education and child development. In addition, there was no attention paid to the very real problems of single parent families and working mothers. There was no attention to the overall social realities—the changing role of women and new trends in parenting patterns. Although women are the primary caretakers of young children they have had very low leadership opportunity in the large assembly meetings. We also observed t
comprehensive minority representation seemed disproportiona

Our hope was that this conference would have served as a foru
discussion of crucial issues, such as, non-sexist education,
affirmative action, and the underpaid status of early childhood

The posters for this conference said, "All are welcome." Yet,
that when a conference demands the time, money and commit
this one did, provisions must be made so that a representation
rather than just leaders can attend. Those of us who came in g
to discuss the issues of early childhood education found that o
tations have not been met. It is for this reason that we request t
sion of our statement in the final conference report so that th
concerns are reflected upon now and at future conferences.

☆U.S. GOVERNMENT PRINTING OFFICE: 1975—681-650/216

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Tuesday, May 6, 1975

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Criticism

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parenting patterns. Although women are the primary
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tunity in the large assembly meetings. We also observed that truly comprehensive minority representation seemed disproportionately low.

Our hope was that this conference would have served as a forum for the discussion of crucial issues, such as, non-sexist education, E.R.A., affirmative action, and the underpaid status of early childhood workers.

The posters for this conference said, "All are welcome." Yet, we know that when a conference demands the time, money and commitment that this one did, provisions must be made so that a representation of "all" rather than just leaders can attend. Those of us who came in good faith to discuss the issues of early childhood education found that our expectations have not been met. It is for this reason that we request the inclusion of our statement in the final conference report so that these vital concerns are reflected upon now and at future conferences.

☆U.S. GOVERNMENT PRINTING OFFICE: 1975—681-850/216